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ABSTRACT

This study, in the form of a research review, is designed to aid adult educators as they work in curriculum development and materials selection activities. Its purpose is to provide a guide for evaluation by providing recommended guidelines for the analysis of learning material, a suggested instrument for evaluation, and how to use the instrument. The major contents are grouped under six headings: (1) Background and Scope of the Study, (2) Significant Findings from Major Literacy Studies and Programs, (3) Readability, which emphasizes the physical characteristics of adult education materials, (4) Content Analysis, (5) Expressed Needs of Readers and Their Selections, and (6) Implications for Adult Educators. The appendixes cover half the document and include a complete description of the suggested evaluation instrument: Material Analysis Criteria (MAC) Checklist; an example of evaluation of materials using the MAC Checklist; and selected data from the Lyman study. (WL)

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PREPARING AND SELECTING PRINTED EDUCATIONAL MATERIALS FOR ADULT NEW READERS

by

Edwin L. Simpson

and

Philip W. Loveall

August 1976

Information Series No. 9
CE 007 631

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Foreword

Since 1973, Northern Illinois University has been committed to develop a materials resource center in adult basic education and to evaluate resources for this facility. One of the individuals instrumental in the development of this effort is Dr. Edwin L. Simpson. This publication contains a portion of his research undertaken during the last three years.

Joining him as co-author of this publication is Mr. Philip M. Loveall, who brings to this publication a practitioner's view. We are indebted to Dr. Simpson and Mr. Loveall for their contribution in this very important area of materials evaluation for adult new readers.

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August 1976

PREPARING AND SELECTING PRINTED EDUCATIONAL MATERIALS
FOR ADULT NEW READERS

PREFACE

At no time have efforts to eradicate illiteracy throughout the world been given more attention than during the last four decades. Programs such as the literacy project developed by the United Nations Education, Scientific, and Cultural Organization (UNESCO) after World War II and the individual efforts of Frank and Robert Laubach, with their "Each One Teach One" programs in some 96 countries, are examples of the concerted campaign to enable people of all races, creeds and religions to master their native language or to learn a necessary second language in order to function more happily and productively within their socio-economic conditions. More recently evaluation and development activities such as those of the New Readers Press, Syracuse, New York; and the Reader Development Program at the Free Library of Philadelphia are excellent examples.

Landmark efforts such as these have resulted in many findings which have proved valuable in fostering literacy and will continue to do so in the future. The existence of illiteracy anywhere in the world certainly presents a challenge to the freedom and dignity of the individual. Among the many findings which bring us a better understanding of how and why people become functionally literate, one salient principle emerges: successful education of the undereducated "helps the learner help him or herself." If undereducated adults view educational programs as a means for bettering themselves and the conditions

of their families, achieving functional literacy becomes desirable and acquisition of basic skills and knowledge is self-motivating.

This monograph is dedicated to that principle. If those responsible for conducting educational programs for undereducated adults are able to identify, provide, and develop effective printed learning media, learners will be helped to help themselves.

Use of the Monograph

The following document has been prepared to be used as a guide in both the analysis and preparation of adult learning material. By leading the reader through a review of major research findings, recommended guidelines for the analysis of learning material and suggested instrument for evaluation and use of that instrument (Appendixes A and B), it is hoped that this publication will be a useful aid to adult educators as they work in curriculum development and materials selection activities. A note of appreciation is extended to Helen Lyman and the summer workshop participants who significantly stimulated and contributed to the preparation of this monograph.

Edwin L. Simpson

Philip W. Loveall

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I. BACKGROUND AND SCOPE OF THE STUDY

With the decline of population growth and increase of longevity among Americans, the necessity for giving adequate attention to educating adults is both eminent and critical. Past efforts at mass education in the United States have largely been concentrated upon youth, upon providing tax supported opportunities for basic and general education for American citizens through the age of sixteen years on a compulsory attendance basis.

During the early part of this century an attitude prevailed that all citizens not only deserved a chance to be educated, but must be educated to carry out their responsibilities effectively in a democratic society. Now we seem to be quickly approaching the disposition that all American citizens should not only have the opportunity but the right to be educated. This requires providing not just a single chance, but possibly a second and third opportunity at basic education, as well as providing other enriching community educational opportunities.

In analyzing the ingredients of any educational enterprise, it seems that at least three important components are involved: the learner, the teacher, and the instructional material or vehicle used in the learning transaction. Characteristics of the adult learner and his/her learning style are beginning to receive careful, in-depth investigation by researchers such as Allen Tough, who is studying the make-up, conditions, and motivating factors in the learning efforts of adults (Tough, 1971).

Teacher behaviors and methods of teaching are also being given more attention by adult educators who wish to help facilitate learning. Scholars such as Professor Roby Kidd, Ontario Institute for Studies in Education, and Professor Malcolm Knowles, North Carolina State University, have made important

contributions to a better understanding of how to help adults learn (Kidd, 1973; Knowles, 1973).

An area which needs more consideration, particularly now that publishers of educational material are becoming more interested in the field of adult education as a viable market, is the preparation and evaluation of appropriate adult instructional materials.

The purpose of this paper is to review and summarize the literature pertaining to foundations of literacy training, the characteristics of printed adult instructional material, and methods of evaluating those materials. It is also the purpose to provide a guide for evaluation. Such an approach hopefully will be useful to the practitioner working daily with adult students, as well as to those developing and publishing learning materials for adults.

Scope of Adult Learning Materials

The scope of adult education learning materials can be mind-boggling. They range from primary grade tests for beginning readers to literature containing a very complex technical vocabulary, such as that used for continuing education in professions like medicine or law. The nature of the content also can vary widely. Adult education materials include such extremes as those used in adult religious education classes on Sunday mornings to certain contemporary novels which might classify as obscene.

In this review, the specific focus is upon general characteristics of printed instructional materials applicable to effective use by adults. Special emphasis will be placed upon analysis and evaluation of materials for the adult "new reader." For the purposes of this monograph, the definition of the "adult new reader" described by Lyman in her comprehensive study

will be used. In designing her research, Helen Lyman defined subjects of her study in terms of four characteristics: (1) being 16 years of age or over, (2) being native English speakers or learners of English as a second language, (3) having formal education not extending beyond grade 11 and (4) having a reading level not exceeding that of the eighth grade (Lyman, 1973).

As Lyman suggests, it is assumed that adult learning materials serve many purposes, emphasize substantive content rather than the development of reading skills exclusively, and have either been prepared specifically for the adult new reader or is adaptable for that level of use and interest. The review will include special consideration of (1) previous significant literacy studies, (2) measurements of readability, (3) content analysis of adult learning materials, (4) reader appeal, and (5) implications for adult educators.

Contributions of Authorities in Understanding Adult Learning and Development

Certain psychologists who have given attention to adult development provide valuable background for a study of adult learning materials. Erik Eriksen views adult development as the successful resolution of stages of ego development having the following major polarities: intimacy versus isolation (early childhood); generativity versus ego stagnation (middle adulthood); and integrity versus despair (late adulthood). According to Eriksen, one measure of an adult's maturity or ability to cope is the degree to which he/she has resolved the conflicts represented in these polar extremes as he/she progresses through life. For example, how completely has the young adult resolved the conflict of needing a very close relationship with another human being and the opposite desire to become more independent (Eriksen, 1959)?

Abraham Maslow describes adult learning and development as based upon a "Hierarchy of Needs" progressing from basic physiological needs toward "self-actualization" (Maslow, 1970). He conceives of growth toward self-actualization as shaped by two sets of opposing forces.

> One set clings to safety and defensiveness out of fear, tending to regress backward, hanging on to the past....The other set of forces impels him forward toward wholeness of self and uniqueness of self, toward full functioning of all his capacities....We grow forward when the delights of growth and anxieties of safety are greater than the anxieties of growth and the delights of safety (Maslow, 1972, pp. 44-45).

Emphasizing the need for a reserve of energy to cope with the stresses of living, Howard McClusky discusses development in terms of a "Theory of Margin" (McClusky, 1965). He maintains that adults must have an excess of power, including physical, mental, and material resources, to counterbalance all the demands (load) placed upon them both internally and externally. "Load" would include job and family responsibilities, as well as personal standards and aspirations. The ratio of power to load is the key factor in determining margin, a positive condition which provides coping ability.

Other authorities have concentrated upon better understanding of adult learners through analysis of their expressed needs. As mentioned earlier, a major study conducted by Helen H. Lyman identifies both the characteristics of adults who recently have become literate and the reading materials which those individuals use as learning aids (Lyman, 1973). Her comprehensive study included a review of literature and a survey of approximately 500 new readers from five large urban centers (Philadelphia, Baltimore, Cleveland, New York, and Los Angeles) from 1967 to 1972. Several of her findings are pertinent to the evaluation of adult learning materials and will be reviewed later in the monograph.

Lyman's major objectives included:

1. Identifying and evaluating published reading materials being used by the adult new reader from the beginning literacy stage to eighth grade level.

2. Identifying the nature of reading materials appropriate for the variety of categories of adult new readers.

3. Developing criteria for evaluation of materials for the adult new reader.

4. Identifying implications for the retail market of materials and possible retail demand (Lyman, 1973, p. 49).

The Gap in Publication, Selection and Effective Use of Learning Materials for Adults

In view of the marginal consumer market which the illiterate adult has represented, commercial publishers have only recently made serious efforts to provide suitable materials for learning activities. The past response to meeting the needs of literacy programs has been to modify children's or adolescents' materials. Deficiencies in materials identified by Lyman included (1) problems with uneven quality, (2) materials that satisfy and also develop reading skill and (3) dependence on juvenile materials (Lyman, 1975, p. 16).

These deficiencies indicate that reading materials with specific adult content are necessary if they are to be effective as instructional tools.

II. SIGNIFICANT FINDINGS FROM MAJOR LITERACY STUDIES AND PROGRAMS

Much of the research available about the development and evaluation of materials for adults has grown out of major efforts to eradicate illiteracy, such as the Second World War Army Literacy Training Program, the United Nations Education, Scientific and Cultural Organization (UNESCO) Literacy Program, and Frank Laubach's "Each One Teach One" program used around the world.

These studies drew attention to the need for clear-cut objectives, varying approaches and methodologies, and, significantly, materials specially designed for the adult learner. Both the Army Literacy Training Program and UNESCO focused attention on the need to eradicate illiteracy and the goal of designing appropriate methodologies for reaching the illiterate. The approach of Frank Laubach treated more specifically the underlying concepts that he felt should be used in developing adult literacy materials. A summary of each of these studies and programs follows.

Army Training of Illiterates in World War II

Goldberg describes the U.S. Army's literacy study conducted during the Second World War as having four related purposes. The study set out to (1) establish the definitive record of the Army's special training unit program, (2) reveal the extent of the illiteracy problem which confronted the Army, (3) present and analyze the Army's program for training illiterates, and (4) point out some of the lessons for civilian education which could be learned from the Army's experiences. A synopsis of Goldberg's account of the study follows (Goldberg, 1951).

In May, 1941, selectees who were unable to read at a fourth-grade level were designated as illiterates in the induction stations and were deferred

from Army service. By August, 1942, illiterates were accepted on a quota basis and, by June 1, 1943, any illiterate or non-English-speaking selectee became eligible for service, provided he could meet the mental standards established in induction station screening procedures. To facilitate this, special training units had been organized in July, 1941, at replacement training centers to train illiterates, non-English-speaking, Grade 5, physically handicapped, and emotionally unstable personnel. By November, 1942, authority was granted to organize special training units to meet the needs of the many illiterates who were being sent to organizations other than replacement training centers.

Pre-induction training of illiterate selective registrants proved unsuccessful for several reasons. First, there was no existing formal structure or delivery system for literacy training. Also, enrolled illiterates found it exceedingly difficult to attend regularly because of staggered working shifts, family responsibilities, and personal inertia. Finally, funds to organize proper programs and procure qualified instructors were unavailable in most communities.

By June, 1943, it was becoming increasingly clear that the Army would have to train the majority of the illiterates. Therefore, special training units were consolidated at the reception center level and continued to operate until December, 1945.

Although instructors were indoctrinated in a number of techniques and procedures, no precise methods were prescribed for teaching the academic subjects. The approach was an eclectic one in which flash cards, workbooks, phonics, and kinesthetic methods were all part of a comprehensive basic functional program. The average enrollment in an academic instructional group was approximately fifteen, providing considerable opportunity for

individualization of instruction, with classes at the lower level being smaller than those at the upper level.

Goldberg identified several common instructional deficiencies observed in special training units. These included the failure to recognize the literacy objectives in military training, the failure to use simple language in explaining and demonstrating material to trainees, and the failure to build adequate associations in teaching word meaning. The training units were also criticized for undue emphasis on phonics, a failure to provide repetitive drills and exercises, and improper use of visual aids.

Goldberg adds that the Army had the advantage of five special circumstances which contributed to the success of the program. First, men felt the need to learn to read and write, in order to maintain contact with families and friends and to be retained in the Army as "regular" soldiers. Secondly, men in the Army had a well-planned and well-regulated day, with their personal needs provided for, and their families financially supported, so that they were free to give full attention to the learning situation at hand. Thirdly, unlimited funds were available with which to carry out a comprehensive and balanced literacy training program. Fourthly, it was possible to procure suitable instructors and supervisors from an 8,000,000-man reservoir and to afford the hiring of qualified civilian instructors. Lastly, the literacy program was a comparatively new venture for the Army: there were no traditional procedures that had to be followed, nor were instructors unprepared or unwilling to apply the materials and techniques generally developed.

Goldberg adds a valuable conclusion giving additional characteristics which he felt contributed to the program's success. Personnel advantages included careful selection of trainees, instructors and supervisors; continuous psychological study of trainees; continuous appraisal of the results of training;

and provision for pre-service and continuous inservice training of instructor and supervisor personnel. Programmatic considerations contributing to success included the clear formulation of program objectives, development of appropriate instructional materials and training aids, the all-inclusive nature of the curriculum, the establishment of standards of performance at each grade level, small size of teaching groups, diversified methods of instruction, and provision for differential rates of progress (Goldberg, 1951).

UNESCO Literacy Program

Since 1946 UNESCO has concentrated upon world-wide fundamental education as one of its major activities. A boost toward an intensive study of literacy problems was given when, in December 1950, the UN General Assembly passed Resolution 330 requesting detailed proposals for reducing illiteracy. The following year, the General Conference of UNESCO authorized the Director-General to initiate a study of methods of teaching reading and writing to be continued from 1952-54 (Gray, 1969).

As the study developed, it was divided into two parts: a preliminary survey and a final report. The survey had the following purposes:

> (a) to discover, analyse and describe the various methods now used in teaching both children and adults to read and write; (b) to secure data concerning the effectiveness of these methods, wherever they were available; (c) to summarize the findings of the survey, to discuss their implications for the improvement of the teaching of reading and writing, particularly at the adult level, and to point out problems needing further study (Gray, 1969, p. 10).

It was decided that the final report should (1) include facts and principles that had world-wide application and (2) point out factors of program development and teaching strategies which local communities might adapt to their particular needs.

Among the basic purposes determined were these: "to help men and women to live fuller and happier lives in adjustment with their changing environment, to develop the best elements in their own culture, and to achieve the social and economic progress which will enable them to take their place in the modern world and to live together in peace (Gray, 1969, p. 16)."

Since 1951 the concept of literacy as proclaimed by UNESCO has changed. An international committee of experts on literacy met in Paris in 1962 and adopted the following definition:

> A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing, and arithmetic make it possible for him to continue to use these skills towards his own and the community's development (Gray, 1969, p. 282).

At the World Conference of Literacy and Society which met in Rome that same year (1962), it was concluded that (1) literacy education should be contained within the broader context of adult education in the respective societies and (2) the wide variety of knowledge about motivations, organizations and techniques in literacy must be continually exchanged among the experts from country to country for best utilization (Gray, 1969, p. 283).

A comparative study of literacy education was conducted jointly by the International Bureau of Education in Geneva and UNESCO in 1964. In findings related to literacy material development and methodology, the joint study learned that plans for literacy education are often included in a general program for education or for economic and social development and that

> In 75 per cent of the countries concerned, literacy education includes, in addition to the teaching of basic knowledge, various subjects often dictated by the local environment.

> Owing to the paramount importance of motivating the required effort, those responsible in literacy education seem to be aware of the necessity of not employing with adults the methods which are adopted with children. In 83 per cent of countries embraced by the inquiry the textbooks and publications are compiled for use with adults. Furthermore, 70 per cent of the countries mention that audio-visual aids are employed more or less. As regards radio and television, they are only just beginning to be used and the present stage is rather an experimental one.
>
> Retention and continuous improvement of the knowledge acquired by the new literates constitute an integral part of the action to promote literacy and are considered to a certain extent together with the education which, provided for adults, is specially treated in the second part of this study (Gray, 1969, p. 284).

The Laubach Literacy Program

In 1935, Frank Laubach initiated a literacy campaign which developed into "Each One Teach One" literacy programs using 274 languages found in 96 different countries throughout the world. From his experience and study and that of his son, Robert, in developing literacy materials during a quarter-century effort, Laubach offers guidelines for preparation of materials for the adult new reader (Laubach, 1960). To keep writing simple for adults learning to read, Laubach suggests keeping sentences short, using short and easy words, being direct and to the point, using the active voice in verbs, writing in concrete and positive terms, and using a readability measure. Two formulas which Laubach considers to be of value to writers preparing materials for the new reader are the Flesch Formula and the Gunning Fog Formula which will be described in detail later in this monograph.

In order to make materials more interesting, he suggests using names of people, pronouns which refer to specific people, nouns which refer to persons of a specific gender (wife, husband, sister, etc.), and personal

sentences (i.e., quotations of characters in the story, direct address to the reader, or questions asked of the reader).

Using the Flesch Human Interest Formula (described later in the monograph) for analysis, Laubach recommends the following interest ranges based on scores obtained from analyses (Laubach, 1960).

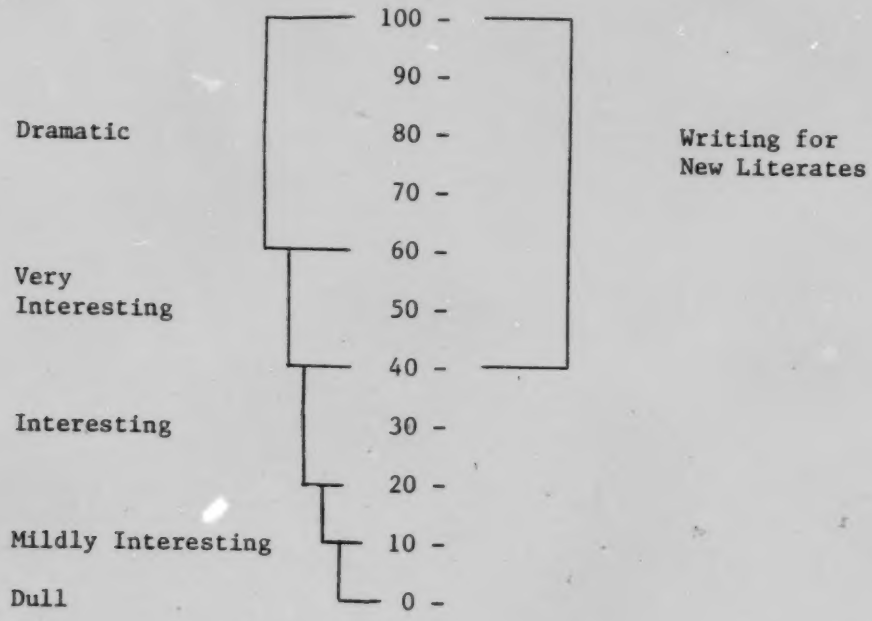


Figure 1. Recommended Human Interest Ranges

Finally, Laubach proposes that in preparing literacy materials, the text should be made dramatic by using as much conversation in the writing as possible.

Some more recent studies conducted in the U.S. reflect specific problems pertinent to reading materials for adults. These recent studies include the Buffalo Study of Adult City-Core Illiterates (Brown, 1968), the Missouri Adult Vocational Literacy Materials Development Project (Heding, 1967), the Norfolk State College Project (Brooks, 1964), the Wayne County Basic Adult

Education Program (Clark, 1965), and the Adult Performance Level Study (Northcutt, 1975).

The Buffalo Study

In the Buffalo study, Brown and Newman studied 207 adult city-core illiterates from the Buffalo and Niagara Falls, New York, area who were reading below third-grade level to determine:

1. educational characteristics and abilities of adult illiterates important to the improvement of reading materials and programs.
2. the effectiveness of using the Initial Teaching Alphabet (I.T.A.) with adult-centered materials paced to adult learning rates and supported by teacher training.
3. variables which are predictive of reading gain (Brown, 1968, p. xi).

The age range of subjects studied was 18-81, with a mean age of 46.6. The subjects averaged 17.4 years of living in the western New York area. Findings of the study revealed that hard-core illiterates generally are not interested in book titles of childish fantasy, humor or animal-type stories, but are more interested in titles related to topics about improvement of themselves and their families, better jobs, and better health (Brown, 1968, p. xi).

It was also found that church-related topics were popular and that titles dealing with science, sociology, history and civics produced only moderate interest. The study revealed that when adult city-core illiterates' interests in book titles were compared to interests of a control group of other adults, the illiterate adults had more interests in common with their adult counterparts than with children (Brown, 1968, p. xi). This suggests that more attention needs to be given to materials designed specifically for adults, rather than the mere adaptation of material originally intended for children.

In the Brown and Newman study, illiterate adults expressed practical reasons for wanting to read, such as wanting more education or getting a better job. Although using I.T.A. with adults produced inconclusive results, response was positive to materials which used the Initial Teaching Alphabet. No reliable variables to predict reading gain were found in the study (Brown, 1968, p. xi).

Adult Performance Level Project (APL)

One of the most significant studies is the two-year research project directed by Norvell Northcutt analyzing the conditions of adult literacy in the U.S. to learn which would contribute to building more effective measurements of literacy. Some conclusions of the study are that literacy is a construct which is meaningful only in a specific context and one which is related statistically to success in adult life. Furthermore, literacy does not consist of only one skill or set of skills, but is two-dimensional, as shown in the figure below (Northcutt, 1975, pp. 43-44).

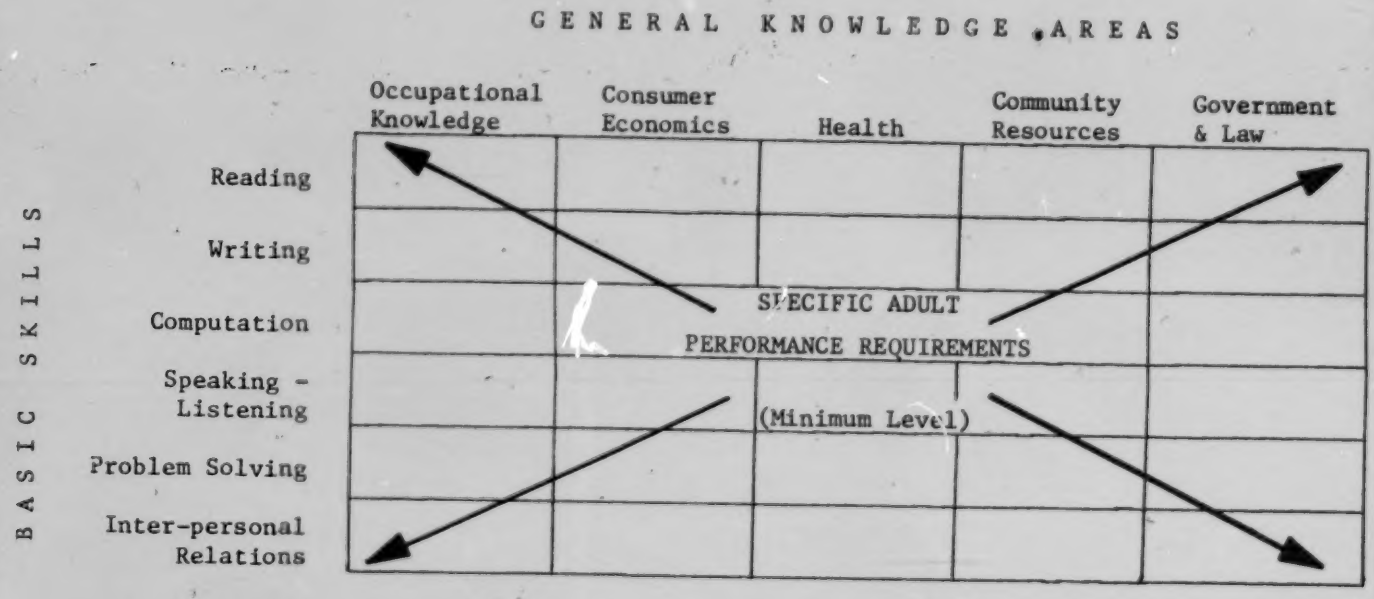


Figure 2. Adult Performance Level Dimensions

The Adult Performance Level Study has developed a system of adult literacy objectives and test items related to the four literacy skills and some general knowledge areas described in the diagram above.

Through a survey conducted by Opinion Research Corporation, Princeton, New Jersey, using specifications established by the APL staff, a national sample representing the continental U.S. was tested between December 8, 1973, and January 29, 1974. The sample consisted of a population 18 through 65 years of age, living in households, and physically able to read and write.

The following survey results and projections for the nation as a whole have been reproduced from the portion of items dealing with General Knowledge areas of Occupational Knowledge and Consumer Economics taken from the first national test administered:

> Given a series of four newspaper help wanted advertisements, 17 percent of the sample were not able to determine which one was placed by a private person, rather than a corporation or public institution. This result yields an estimated 20,071,000 adults who were not able to perform this task.
>
> Given a monthly earnings statement containing the gross salary, deductions by type, and net salary, only 74 percent of the sample were able to determine the total amount of deductions. Further, 33 percent of the sample, or a projected 38,960,000 persons, were not able to interpret the earnings statement well enough to locate the deduction for Social Security.
>
> Given a W-4 form and information concerning the number of dependents, 36 percent of the sample were unable to read, write, or compute well enough to enter the correct number of exemptions in the appropriate block of the form.
>
> Given a series of newpaper help wanted advertisements, only 56 percent of the sample were able to match correctly personal qualifications to job requirements. These results produced an estimated 52 million adults who were not able to perform the task as required by the survey.
>
> When given an incomplete business letter, only one-fifth of the sample were able to complete the return address section without making an error in form, content, spelling or punctuation.

22 percent of the sample were unable to address an envelope well enough to insure it would reach the desired destination, and 24 percent were unable to place a return on the same envelope which would insure that it would be returned to the sender if delivery were not possible. These results indicated that an estimated 26-28 million adults weren't able to address an envelope well enough to insure the letter wouldn't encounter difficulties in the postal system.

About one-fifth of the sample could not read an Equal Opportunity notice well enough to identify a verbal statement which defined its meaning.

About one-fourth of the sample, or a projected 26 million adults, could not distinguish the terms "gross" and "net" correctly when given a simple situation involving total pay and pay after deductions.

Almost one-fifth of the sample, or a projected 22.5 million adults, weren't able to read and interpret a tabular payment schedule well enough to determine the monthly payment for a given amount of indebtedness.

Given odometer readings and fuel consumption, a surprising 73 percent, or a projected 86 million adults, weren't able to calculate accurately the gasoline consumption rate of an automobile.

When given a catalog advertisement series of "for sale" ads which contained a notice for the same appliance, fewer than 40 percent of the sample were able to correctly calculate the difference in price between a new and used appliance.

Given an advertisement with price information and a mail order form, more than three-fourths of the sample were unable to read, write, and compute well enough to correctly enter one total cash price for a mail order.

Given a restaurant menu, 29 percent of the sample, or a projected 34.2 million adults, were unable to order a meal for two persons and not exceed a set amount.

Slightly more than one-fifth of the sample, or a projected 25.9 million adults, were unable to write a check on an account without making an error so serious that the check would not be processed by the bank, or would be processed incorrectly.

Given three boxes of cereal displaying the name, net weight, and total price of the contents, only two-thirds of the sample were able to determine the brand which had the lowest unit cost.

> Given a cash register receipt and the denomination of the bill used to pay for the purchase, over 40 percent of the sample, or a projected 48.4 million adults, were unable to determine the correct amount of change on a purchase (Northcutt, 1975, pp. 48-49).

If the findings of the Army Literacy Training Program, UNESCO, Laubach, the Buffalo Study, and the APL Project accurately reflect what has been done in the past to combat illiteracy and reveal what the current status of illiteracy is, then it would appear that an even more concerted effort is needed to find more suitable ways of designing and selecting materials for use with adults. Materials specifically designed for them are needed if the attempt to eliminate illiteracy is to be successful. Those charged with the responsibility of designing, evaluating, and/or selecting materials for use with adults need to be aware of a variety of factors which may affect an adult's response to particular learning materials.

After the needs of the learner have been assessed and a specific approach for instruction has been determined, the task of finding appropriate materials becomes a crucial step in the learning transaction. Too often in the past, the materials used with adults had actually been designed for use with children or adolescents and did not meet the needs of adults in terms of format, content, or role models. Too often teachers of adults have had to adapt elementary or secondary textbooks or construct their own materials, because funds were not available to purchase appropriate materials. In some of these cases, a lack of awareness of what is available has hampered the learning process. In recent years, there has been a growing recognition among publishers of the need for commercially produced learning materials for adults. But, unfortunately, practitioners in the field often do not have the time or the opportunity to systematically investigate all the new materials being produced each year. In still other situations, no suitable

materials of any kind are available, and the teacher must use his own ingenuity, creativity, and knowledge of the learner to construct appropriate materials.

The following section is concerned with those factors that directly affect a learner's perception of learning materials and influence his reaction to it. These factors should be considered by anyone who is selecting materials for adults, especially by teachers who for one reason or another must design and construct their own materials. Such physical features as typography, readability, illustrations, and use of color influence the adult's perception of and reaction to printed materials. Likewise, the content will have a considerable effect. Anyone selecting or preparing materials for adults needs to be aware of subject matter that interests them; the sophistication of the style, diction, and tone; the role models presented; and the cultural attitudes and values conveyed by the work.

III. READABILITY

A major factor that greatly affects the impact of printed materials on adult readers is its readability. The term "readability" may refer to the physical caracteristics of materials such as typography, legibility, line length, spatial arrangement, color, and printing surfaces. Readability may also mean the degree of difficulty or the relative reading ease of the materials. Several "readability" formulas, graphs, and procedures, have been developed to make possible some degree of assessment of readability.

Typography

The literature concerning legibility of printed material presents no single method of measuring legibility that is adequate for all typographical settings. However, the measure of "rate of work" or "speed" is used most reliably in a majority of investigations, according to Tinker. From research, certain generalizations can be made about those factors affecting legibility of printed materials. The following items pertain to typography: (1) kinds of type, (2) size of type, (3) relationship of leading, type size and line width, (4) spatial arrangements, (5) color of print and background, and (6) type of printing surfaces.

The research of Tinker and others indicates that there is considerable variation in the legibility of capital letters and lower case letters. Word forms are more recognizable in lower case because of the differentiation and character of those letters. Legibility can be improved for immature or new readers by (1) using serifs, (2) using heavier strokes, (3) making clear distinguishing characteristics and (4) simplifying the outline of letters by using more white space within and increasing the width of letters (Tinker, 1963, p. 36).

The legibility of digits such as 6, 9, 3, and 5 can be improved by accenting the open parts or by making the numerals as high and wide as possible. Arabic numbers are read significantly faster and more accurately than Roman numerals.

Although commonly used type faces are equally legible, studies have shown readers prefer the bolder face types such as Antique and Cheltenham (see figure below). They do not like the serif-less type such as Kabel Light (Tinker, 1963, p. 47).

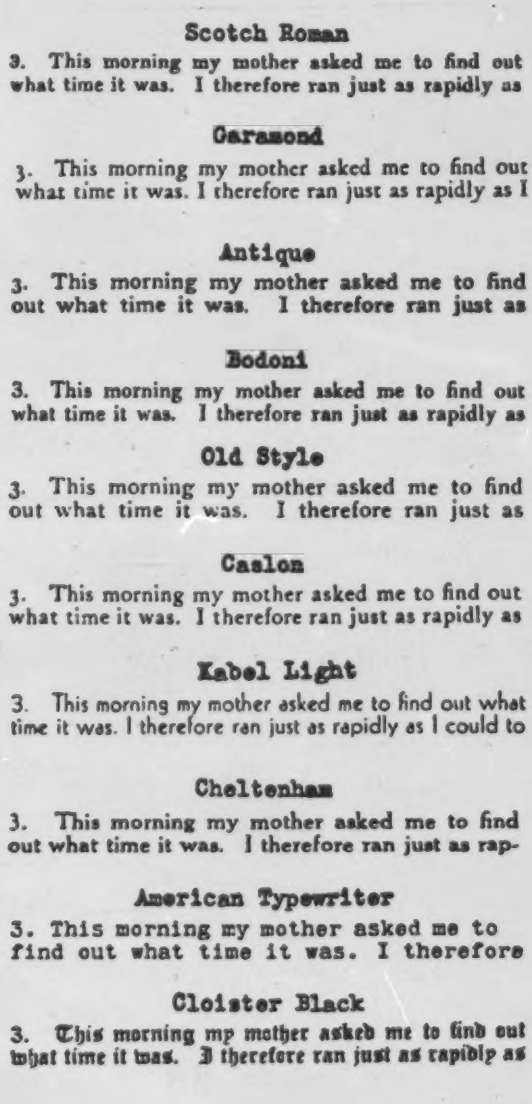

Scotch Roman
3. This morning my mother asked me to find out what time it was. I therefore ran just as rapidly as
Caramond
3. This morning my mother asked me to find out what time it was. I therefore ran just as rapidly as I
Antique
3. This morning my mother asked me to find out what time it was. I therefore ran just as
Bodoni
3. This morning my mother asked me to find out what time it was. I therefore ran just as rapidly as
Old Style
3. This morning my mother asked me to find out what time it was. I therefore ran just as
Caslon
3. This morning my mother asked me to find out what time it was. I therefore ran just as rapidly as
Kabel Light
3. This morning my mother asked me to find out what time it was. I therefore ran just as rapidly as I could to
Cheltenham
3. This morning my mother asked me to find out what time it was. I therefore ran just as rap-
American Typewriter
3. This morning my mother asked me to find out what time it was. I therefore
Cloister Black
3. This morning my mother asked me to find out what time it was. I therefore ran just as rapidly as

Figure 3. Styles of Type Face

It has been found that the Italia print is read ten percent more slowly than ordinary lower case type, with 96 percent of readers preferring lower case. Reading speed is reduced when capitals are used exclusively or when material is printed in mixed type forms (Tinker, 1963, p. 70).

Another factor affecting legibility is type size. According to Paterson and Tinker, studies show an 11-point type to be read more quickly and to be preferred by readers, with 10 to 12-point type to be a most desirable range (see figure below).

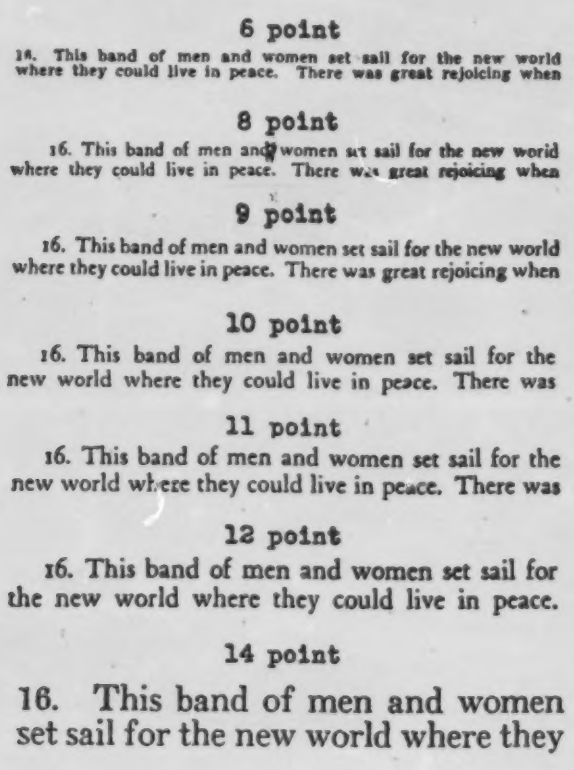

6 point
16. This band of men and women set sail for the new world where they could live in peace. There was great rejoicing when
8 point
16. This band of men and women set sail for the new world where they could live in peace. There was great rejoicing when
9 point
16. This band of men and women set sail for the new world where they could live in peace. There was great rejoicing when
10 point
16. This band of men and women set sail for the new world where they could live in peace. There was
11 point
16. This band of men and women set sail for the new world where they could live in peace. There was
12 point
16. This band of men and women set sail for the new world where they could live in peace.
14 point
16. This band of men and women set sail for the new world where they

Figure 4. Seven Sizes of Type

(Tinker, 1963, p. 70)

Unless the reader possesses subnormal sight resulting from disease or natural loss because of physical aging, 10 to 12-point type can be recommended in the preparation or selection of material (Tinker, 1963, p. 70).

To determine limits of line width as it affects legibility, magazines, scientific journals, and textbooks were analyzed. The analysis indicated that double-column printing in magazines had a median line width of 17 to 18 picas. Single colmn width for scientific journals was 25 to 26 picas, and textbooks had a median line width of 21 to 22 picas.

Through other studies, it was found that 10-point type set solid with a line width of 17 to 27 picas is equally legible. Twelve-point type set solid is legible in widths of 17 to 37 picas, and, when 2-point leading is used, reading speed remains the same. It was also discovered that 8 and 10-point type can be extended in length of line without loss of legibility in material when 2-point leading is used. Paterson and Tinker also found that readers definitely preferred moderate line widths to either long or short lines. It was also determined that leading has a great influence on legibility when selecting optimal type size and width of line (Tinker, 1963, p. 86).

Regarding the relationship of leading to type size and width of line, research has shown that increased leading improved legibility of type more for smaller (6 to 8-point) than larger (12 to 14-point) type. Research also indicates that readers prefer 10-point type set solid, rather than 8-point type with 2-point leading. In an attempt to establish a guide evaluating optimal leading, type size and line width, Tinker has suggested "safety zones" for six commonly used type sizes (Tinker, p. 106-107).

Spatial Arrangements

In analyzing spatial arrangements of printed materials, it was found that textbooks fell into three general size groupings: 4 X 7, 5 X 7, and 5 X 8. Although studies revealed that material on a flat page with no margins is as legible as material with usual wide margins, readers believe

that ample margins are justified either in terms of aesthetics or improved legibility. Readers also prefer one to two picas of space between columns in multiple column printing (Tinker, 1963, p. 126).

Research has also determined that curvature of the printed page (gutter margins of large books and bound journals) significantly reduces speed of reading and print visibility. Also while indenting the first line of paragraphs improves legibility by over seven percent, indentations occurring every other line reduce reading speed significantly (Tinker, 1963, pp. 126-127).

Color of Print and Background

As one might expect, experiments have shown black print on white background to be more legible than white on black background in ordinary typographic situations. Seventy-five percent of readers prefer black on white (Tinker, 1963, p. 130). Although the larger face type printed in 10 to 14-point type is equally legible, whether black on white or white on black, the smaller type (6-point) printed black on white is significantly more legible (Tinker, 1963, p. 151).

Studies have shown that printed material is perceived at a glance more easily as brightness contrast between print and paper becomes progressively greater. The rank order of reader preference for colored print on colored background is closely related to speed-of-reading and perceptibility-at-a-distance scores (Tinker, 1963, p. 152).

Printing Surfaces

Regarding the effect of printing surfaces on legibility, it has been shown that extremely glazed paper significantly reduces speed of reading, but print on moderately glazed paper (86 percent glare factor) is as quickly read

as that on dull surfaces. Dull printing surfaces are preferred by 75 percent of readers (Tinker, 1963, p. 159-160).

Formulas and Mathematical Tables

Studies assessing the legibility of mathematical nomenclature show that since numerals in mathematic problems are read digit by digit, they are more demanding on vision than the text accompanying the numerals. However, numerals printed in Arabic digits are read faster than words, because less horizontal space is required, and, thus, less eye movement.

Researchers have also found that the larger and differently shaped mathematical signs are more easily read. Formulas tend to be read in subjective groupings, and exponents and subscripts in the formulas are less legible than other symbols in the body of the formula (Tinker, 1963, p. 207-209).

Assessing Readability

One problem that teachers of adults face is assessing the level of reading difficulty of particular pieces of writing. While the teacher's judgment of learner needs and abilities can be invaluable, often teachers have had little to go on but intuition or trial and error. By becoming skilled in determining the reading difficulty of materials, teachers may simultaneously increase their efficiency and effectiveness and reduce learner frustration. Teachers may enhance their own judgment of the learner's needs and abilities by measuring the readability of the available materials. Over the years, many readability formulas and procedures have been developed to determine the level of difficulty of reading material. Basically, a readability formula takes into account specific language variables such as word length, number of syllables, and sentence length to provide an overall

index of difficulty. One of the advantages of this type of procedure is that it can be applied directly to the material itself.

Problems of Measurement. While it must be acknowledge that readability formulas are not perfect predictors, they have grown in acceptance and use. According to Klare, over 30 formulas with several variations have been developed in recent years and are widely used. All readability formulas have limitations, and anyone using them should keep the following points in mind:

1. Formulas measure style primarily. They do not assess abstractness of words or ideas or imagery, syntax, and format.

2. Formulas focus on reading difficulty and not on some of the other aspects of style such as mood, tone, or intensity.

3. Formulas are not perfect measuring devices of reading difficulty. Their accuracy is usually valid only within a grade level or some other arbitrary range determined by the designer.

4. Formulas do not measure the value of the style itself. Short sentences and easy words may not be the most effective way of communicating some ideas (Klare, 1965, p. 24-25).

If no formula is perfect, and no single formula is best in all situations, on what, then, should the selection and use of a formula be based? Probably the two most important factors are (1) accuracy and (2) ease and speed of application. Particular formulas have individual strengths and weaknesses. Some, for example, are designed especially for adult material or children's material; other formulas take interest into account; still others, the level of abstractness; some are applicable to specific types of material (e.g., fiction, non-fiction, workbook, or questionnaire).

Review of Formulas Developed for Measuring Adult Materials. The following duscussion of formulas and procedures is intended as a guide. It

is by no means inclusive, but it does treat those approaches which have the most widespread use and the most applicability to adult materials.

1. Flesch Reading Ease Formula

   a. Systematically select 100-word samples from the material

   b. count the number of syllables per 100 words (WL)

   c. count the average number of words per sentence (SL)

   d. apply the reading ease equation:

      $$RE = 206.835 - .846\ WL - 1.015\ SL$$

2. Flesch Human Interest Formula

   a. systematically select 100-word samples

   b. count number of personal words per 100 words (PW)

   c. count number of personal sentences per 100 sentences (PS)

   d. apply the human interest equation:

      $$HI = 3.635\ PW + .314\ PS$$

In both of the Flesch formulas, the scores obtained will fall between 0 and 100. For "reading ease," 0 represents a practically unreadable passage and 100 represents a very easy passage. For "human interest," 0 represents no human interest and 100 means that the passage is full of it. For a complete discussion of both formulas, along with their applicability to various types of material, see "A New Readability Yardstick" (Flesch, 1948).

3. Dale - Chall Formula

   a. select 100-word samples throughout the material

   b. compute the average sentence length in words (x_2)

   c. compute the percentage of words outside the Dale list of 3000 (x_1 or Dale score)

   d. with X_{c50} representing the reading score of a person who could answer one-half the questions on the McCall - Crabbs test correctly, apply the formula

      $$X_{c50} = .1579_{x1} + .0496_{x2} + 3.6365$$

The Dale - Chall formula was published in 1948 and has remained one of the best predictors of readability. The formula uses the factors of vocabulary load and sentence structure and, along with the Flesch formulas, has been one of the most popular readability instruments. Its range of difficulty extends from grade 3 to grade 12. The formula is discussed in "A Formula for Predicting Readability " (Dale and Chall, 1948). For the Dale - Chall 3000 word list, see The Technique of Clear Writing (Gunning, 1952).

4. The Farr - Jenkins - Paterson Formula

   a. systematically select a 100-word passage from the material

   b. determine the number of one-syllable words per 100 words (NOWS)

   c. determine the average sentence length in words (SI)

   d. apply the formula to get the New Reading Ease Index

$$NREI = 1.599\ NOWS - 1.015\ SI - 31.517$$

The Farr - Jenkins - Paterson Formula is based upon the Flesch Reading Ease Formula. The Farr - Jenkins - Paterson Formula is faster to use in that a count of one syllable words is used in place of the counting of all the syllables in every word, as in the Flesch formula. It does not require any knowledge of syllabication procedures for its application. Published in 1951, the Farr - Jenkins - Paterson Formula is not only simpler than the Flesch formula, but also is appropriate for adult materials. For a detailed discussion of the formula, see "Simplification of Flesch Reading Ease Formula" (Farr, Jenkins, and Paterson, 1951).

5. The Gunning - Fog Index

   a. systematically select three 100-word samples from the material

   b. divide number of words by number of sentences to get average sentence length

   c. count the number of words of three or more syllables to get percentage of "hard words"

d. find the sum of the two factors above and multiply by .4 to get the Fog Index.

The Fog Index represents the reading grade level that is needed to understand the material. Published in 1952, the Gunning - Fog Index is appropriate for grades 6 - 12. For further reference, see The Technique of Clear Writing (Gunning, 1952). In it, special applications of the Fog Index are discussed.

6. The Fry Readability Graph

a. choose three 100-word passages

b. count the number of sentences in each passage

c. count the number of syllables in each 100-word passage

d. plot the averages on the "Graph for Estimating Readability."

The Fry Readability Graph is one of the easiest and fastest of the readability tools available. Fry maintains that the accuracy of the graph is "probably within a grade level." It has a high degree of correlation with the more complicated Flesch and Dale - Chall Formulas. For a complete discussion of the graph and its use, see "A Readability Formula that Saves Time" (Fry, 1958).

7. SMOG Grading Formula

a. count 10 consecutive sentences near the beginning of the text to be assessed, 10 in the middle and 10 near the end.

b. in the 30 selected sentences, count every word of 3 or more syllables

c. estimate the nearest square root of the number of polysyllabic words counted

d. add 3 to the approximate square root. This gives the SMOG Grade, which is the reading grade that a person must have reached if he is to understand fully the text assessed.

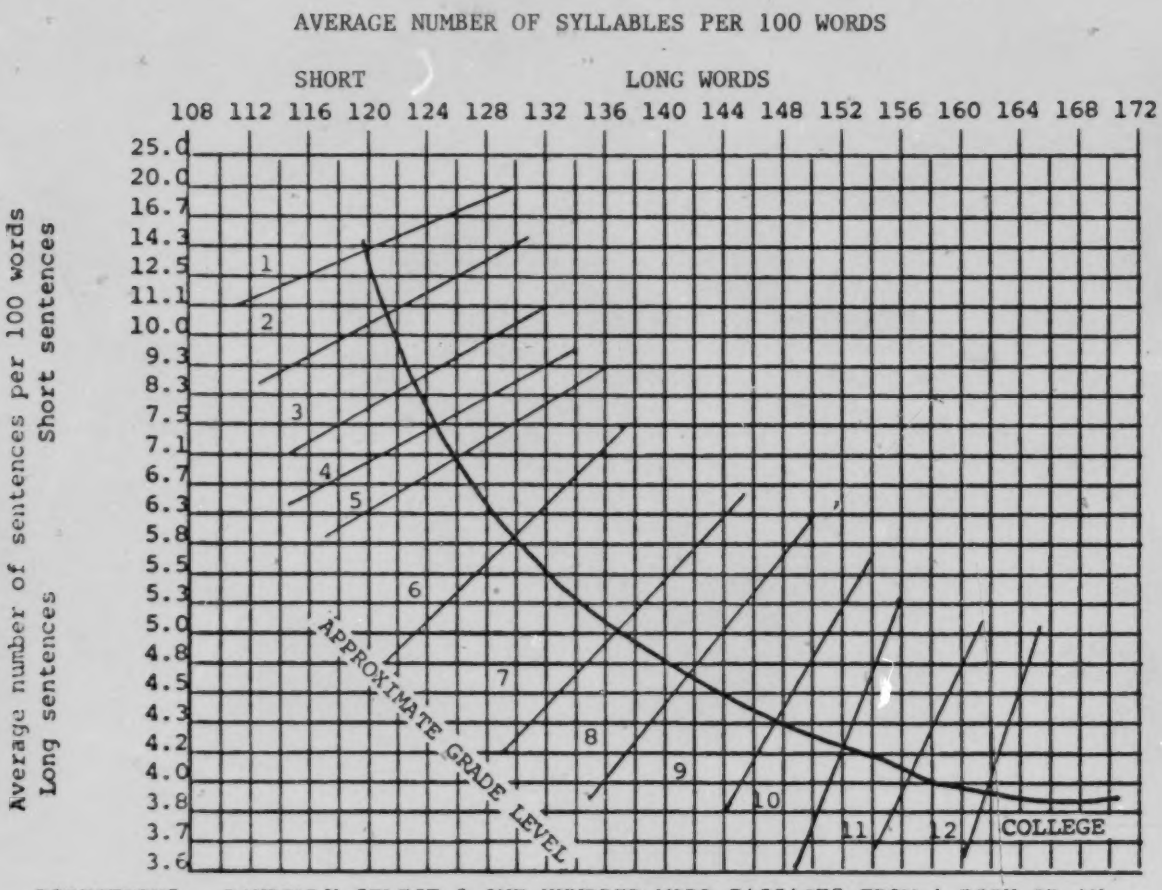
SMOG = 3 + square root of polysyllabic count

McLaughlin's SMOG Grading Formula takes about 9 minutes to apply, according to its author, and is as accurate as other methods when their

GRAPH I.

GRAPH FOR ESTIMATING READABILITY

BY EDWARD FRY, RUTGERS UNIVERSITY READING CENTER



DIRECTIONS: RANDOMLY SELECT 3 ONE HUNDRED WORD PASSAGES FROM A BOOK OR AN ARTICLE. PLOT AVERAGE NUMBER OF SYLLABLES AND AVERAGE NUMBER OF SENTENCES PER 100 WORDS ON GRAPH TO DETERMINE THE GRADE LEVEL OF THE MATERIAL. CHOOSE MORE PASSAGES PER BOOK IF GREAT VARIABILITY IS OBSERVED AND CONCLUDE THAT THE BOOK HAS UNEVEN READABILITY. FEW BOOKS WILL FALL IN GRAY AREA BUT WHEN THEY DO GRADE LEVEL SCORES ARE VALID.

EXAMPLE:

	SYLLABLES	SENTENCES
1st HUNDRED WORDS	124	6.6
2nd HUNDRED WORDS	141	5.5
3rd HUNDRED WORDS	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE

correction factors are considered: "The standard error of the predictions given by the simplified SMOG Grade Formula is only about 1.5 grades." For a complete discussion of the SMOG Grading Formula, see "SMOG Grading - A New Readability Formula" (McLaughlin, 1969).

8. The Cloze Procedure

   a. passages are selected from the material whose difficulty is being evaluated

   b. every fifth word in the passages is deleted and replaced by underlined blanks of a standard length

   c. the tests are duplicated and given, without time limits, to students who have not read the passages from which the tests were made

   d. the students are instructed to write in each blank the word they think was deleted

   e. responses are scored correct when they exactly match (disregarding minor misspelling) the words deleted (Bormuth, 1968, p. 429)

The cloze procedure is based upon the psychological need for closure, that is, the need to complete any pattern that is not complete. The advantages of this approach for measuring readability are its ease of construction and administration and its applicability to all kinds of materials. The cloze procedure will show a teacher if a student is reading at an independent, instructional, or frustration level.

To evaluate a cloze test, count the number of blanks in the selected passage. Next count the number of blanks completed with the exact word and find the percentage of correct responses. Bormuth suggests comparing the results of a cloze test to the standards of "conventional comprehension tests" as a general guide for interpretation.

"Conventional" Standard		Cloze Standard
75% correct	Instructional Level	44% correct
90% correct	Independent Level	57% correct

(Bormuth, 1968, pp. 432-433)

For a helpful and more detailed guide to understanding and using the cloze procedure, see Bormuth, "Literacy in the Classroom," Help for the Reading Teacher: New Directions in Research, William D. Page, editor, ERIC Clearinghouse on Reading and Communication Skills, 1975.

There has been considerable research in recent years on readability formulas and their application. Many of the most recent approaches utilize computers. Programs have been developed for Lorge, Flesch Reading Ease, Farr - Jenkins - Paterson, Fog, Dale - Chall, Spache, and Bormuth formulas (Klare, "Assessing Readability," 1974-75, pp. 87-90). In addition, a number of mechanical aids are being marketed in the form of plastic hand calculators based upon the formulas cited above. Several companies such as General Motors and Science Research Associates have manufactured such devices.

Anyone planning to use readability formulas in working with adult materials should keep in mind their limitations. A formula is best used as one of several ways of examining the total learning situation. For example, in a study of Adult Basic Education materials, Rakes compared the Dale - Chall Formula, the Fry Graph, and the Gunning - Fog Formula, and drew the following conclusions:

1. There was no evidence that a particular formula was preferable when publishers' ratings of reading level were used as a basis for comparison.

2. There was no evidence that subjective estimates of ABE teachers as to readability were accurate, using the same basis as above.

3. The Dale - Chall formula most closely compared to mean estimates of teachers (67 percent fell within $\pm$ one grade level).

4. There was no consistent correlation between any two formulas.

5. There were no significant differences between readability formula scores for 69 percent of the materials rated (Rakes, pp. 194-195).

Richards, in reviewing research on communication through printed material, makes the following observation about readability:

> In English and in Spanish, studies have established readability formulas which statistically rate reading material according to its level of reading difficulty....However, people will not read material above their ability and tend to prefer material that is two or three standards easier than their optimum ability (Richards, 1959, p. 240).

In conclusion, it is probably best to consider the advice of George Klare in using readability formulas and procedures:

> If formulas are thought of as efficient predictors of difficulty, more accurate in prediction than individual writers most of the time, that is all that should be expected. At present, at least, content and all the other elements of writing, plus aspects of style other than difficulty, are not taken into account in formula scores. Formulas can be highly useful to the professional communicator if these limitations are kept in mind (Klare, 1965, p. 25).

IV. CONTENT ANALYSIS

While a readability formula will provide a general measure of a given work's difficulty, it will not provide valuable information about the attitudes and values inherent in a work, the adult role models presented therein, or the intention of the learner. These factors must also be considered in relationship to readability of the material. A highly motivated adult new reader, for example, may be able to handle some material with a high level of difficulty if it is relevant to his immediate needs as a learner. Anyone involved in evaluating educational materials for adults should, therefore, also consider each of the following questions pertaining to content:

1. What kind of work is it? What is its primary focus?
2. How sophisticated is the diction, style and tone of the material? How much of an intellectual challenge does it present?
3. How appropriate is the format? How effectively are features such as color, maps, charts, diagrams, and illustrations incorporated into the work?
4. What are the adult role models that are presented in the material and how effectively are they portrayed?
5. What attitudes and values are suggested in the material?

In dealing with each of the five major questions posed above, the approach will be descriptive rather than prescriptive. Ultimately, it is the reader who will make the final decision about a work's appropriateness to his/her individual needs and interests. But educators working with adults should be aware of some basic guidelines for materials selection in order to cull inappropriate materials and to provide adult learners with the best available resources. Since so much material is now being published, some intentionally designed for the adult new reader, the adult educator can provide a valuable

service by screening materials of inferior quality and by selecting from the best that are available.

Type of Work that Material Represents

One of the first steps in evaluating a piece of writing is to determine what kind of material it is and what its primary focus is. In a general appraisal the material should be properly indentified as to kind. Fiction includes both prose (the novel, short story, and drama) and poetry (lyric, narrative, and dramatic). Nonfiction includes the biography, autobiography, article, essay, workbook, textbook, and reference book.

If the material falls under the general category of fiction, the evaluator needs to consider the basic elements that constitute any work of fiction: plot, setting, character, theme, and point of view. Is the plot one which presents action and conflict that the adult can identify with and relate to? Is the setting (time and place of the action) an integral part of the material, a backdrop for the action, or an inconsequential part of the work? Are the characters flat, stereotyped, and one-dimensional, or are they round, fully developed, and multifaceted in their motives, intentions, and actions? Are the themes limited or universal in appeal, simple or complex, didactic or moralistic?

If the material is nonfiction, the evaluator should examine it to see if it is basically exposition, narration, argument, or description. Exposition, the most common form, sets forth facts and attempts to explain. It may be an account of the Civil War, an article on inflation, or a study of the migratory habits of Canadian geese. Common ways of developing expository writing include definition, example, comparison-contrast, process analysis, cause and effect, and classification. Narration is concerned with action, the telling of a "story"

that is true. It deals with real people in situations that can be verified by facts. Argument has, as its primary aim, convincing the reader of the truth of a particular proposition or attitude. It may use a variety of appeals to reason, emotion, or ethics. Argument should be evaluated both in terms of its logic and its psychology. Although description is not often the primary aim of nonfiction, it is almost always a part of other forms of discourse. Description should be specific, vivid, and concrete. It will often use figurative language to evoke a desired response in the reader.

If the material is of the workbook, reference, or how-to-do-it type, the primary concern in terms of content analysis is accuracy of the material and clarity of presentation. The material should be arranged in a logical way with clear guidelines for its use.

Diction, Style, Tone, and Intellectual Challenge

Diction, style, tone, and overall intellectual challenge are extremely important elements to consider in evaluating the content of materials. Readability formulas, however, are often predicated on syllable count of words and sentence lengths as means of assessing ease of reading or level of difficulty. One problem with this approach is that it does not take into account the possibility of a writer's using common, familiar words in unusual, difficult or specialized ways. For example, the word "sash," which 80 percent of fourth graders would know (Dale List of 3,000 Familiar Words), may not be understood in the context of a book on carpentry. In the same way, context may make it difficult for the reader to grasp words such as "dam" (female parent of a four-legged animal), "dolly" (a narrow-gauge locomotive or wheeled camera mount), and "tack" (to change the course of a ship by turning its head to the wind).

In examining the diction in materials for adults, the evaluator should be sensitive to both the connotative and denotative values of the words. As well as noting word meanings and implications, the evaluator should attempt to determine if the manner of expression is appropriate for the intended audience. The diction should be in terms that the learner can understand and that is neither too pedantic nor too juvenile. The evaluator should be aware of the pitfalls of distortion by over-simplification. Such "simple" writing may also be unimaginative, flat and sterile.

Style, then, must be considered as well. Is the style appropriate for the subject matter? Since no single style can be labeled "correct," it is important for the evaluator to look at style in terms of the subject matter and the intent of the author. Aside from such general subjective labels as "fresh," "original," "lively," and "plodding," it is possible to characterize style in more descriptive terms such as "formal," "technical," and "journalistic" (see MAC Checklist, Appendix A). Style also involves sentence structure. The evaluator should note whether sentences are primarily simple, compound, or complex in construction. He/she should be aware that extensive use of subordination requires more discriminative reading. Does the syntax follow common English patterns or is normal word order often inverted?

Tone is another characteristic that should be considered. If the tone is aloof, patronizing, or condescending, the adult new reader is likely to reject the material, no matter how appealing it may be in other respects. Also, an ironic or satiric tone may create misunderstanding on the part of a very literal reader. Like diction and style, tone should be examined in terms of the overall intention of the author and the nature of the subject matter.

One other point to consider is the intellectual challenge of the material. Material that uses "simple" diction and sentence structure may, in fact, convey

highly complex and sophisticated concepts that are beyond the level of expression of new readers. An Ernest Hemingway story, for example, may contain words that the new reader can understand and may use short, simple sentence construction, but the full import, the literary and philosophical assumptions upon which the story is based, may be completely lost on the reader and leave him confused or discouraged. Herein lies one of the most difficult tasks of the educator of adults: to find material that is interesting and challenging, yet not so difficult as to overwhelm the reader.

Format and Special Features

The third major factor to consider in examining the content of material is its physical format. Is the material a hardbound or paperback book, magazine, newspaper, or one of a variety of other forms? Format pertains to the mode of presentation of the material as well as its form. Materials for adults should be examined to judge the extent and effectiveness of the use of color illustrations and special features such as diagrams, tables, charts, graphs, and maps. According to Richards, color must be integrated with the message that is being conveyed. It should not be used randomly or haphazardly, but "sparingly" and "purposefully." Richards points out that while color can lend emphasis to the copy, it can also distort if not used wisely (Richards, 1959, p. 246).

"One picture is worth a thousand words," the saying goes. However, this adage is not always true in regard to materials for adults. While research has shown that carefully planned illustrations, when integrated with the text, are more effective than words alone, it does not follow that all illustrations or pictures will enhance adult material. As Richards points out, "anything that attracts attention can divert it." Illustrations should reinforce the text, just as the text should help clarify the illustration. Illustrations

that have been shown to be most effective have been "realistic, bold, and to the point." According to Richards, "clear-cut line drawings, uncluttered and with the inessential eliminated, are more effective than cluttered, artistic masterpieces that attempt to communicate several ideas at the same time" (Richards, 1959, p. 249).

Maps, charts, diagrams, and other special feature material should be examined to see if they follow naturally from and reinforce the text. These special features should not detract from the text and yet should be sufficient in number to clarify what is being said. The placement of these features should also be examined to see if they are coordinated with the text and help to clarify it (Richards, 1959, p. 189).

Adult Role Models

The adult role models presented in materials intended for adults are extremely important. Helen Lyman identifies the following adult roles:

1. The role of the person in his own development
2. The role in the family
3. The role of the person in the group
4. The role of the person as a participant in political and social life
5. The role of the person as a participant in education
6. The role of the person in work
7. The role of the person in his leisure (Lyman, 1973, p. 495)

Lyman suggests that material be examined to determine whether these roles are "dominant," "secondary," or "not applicable" in the particular work. A book such as Bondage: Freedom and Beyond (Doubleday, 1971) contains several different adult roles. Dominant roles in the book are those of self-development, the person in the group, and the person in political and social life. A book such as Sewing With Ease, by Eleanor Van Zandt (Doubleday, 1974), would probably be limited to the role of the person in his leisure. A book such as How to Get a Job and Keep It, by Dorothy Y. Goble (Steck-Vaughn, 1969),

could be classified under the role of the person in work, the role of the person in his own development, and the role of the person in the group.

The important consideration in examining material for adult roles is to see if adult role models are actually present. If the material is focused upon teen-agers, it is likely that many older adults will have difficulty identifying with it. Obviously, the greater the degree of identification that the adult has with the material he is using, the greater the likelihood that the material will prove meaningful.

Finally, an evaluator of adult material should carefully examine the attitudes and values that are inherent in the work. Again Lyman offers valuable descriptive categories which are helpful in assessing the degree to which certain attitudes and values exist within the material. Lyman takes the general areas of personal development, learning, family role, group role, political/social role, work, orientation to time, spiritual/aesthetic, science and technology and others. She suggests that the evaluation describe the material in relation to each attitude/value category as "promoting or supporting," "criticizing or rejecting," "presenting in a neutral manner," or "unable to judge" (Lyman, 1973, p. 496).

In attempting to analyze the content of a work, the evaluator must at one time be sensitive to many special characteristics of the material. He/she must determine what kind of work it is; its level of sophistication in terms of diction, style, tone, and intellectual challenge; the appropriateness of format and special features to the intent of the work; the adult role models presented within the work; and the attitudes and values which emerge from the work as a whole.

V. EXPRESSED NEEDS OF READERS AND THEIR SELECTIONS

As important as it is to understand what to look for in selecting material, it is equally important to understand the learners for whom the material is being evaluated. The ultimate test which all materials must eventually undergo is selection and use by the learner. Adults will be motivated to read that which they view to be useful in solving personal problems, in arriving at decisions, and in generally making life more satisfying and enjoyable. In other words, adults want to become more knowledgeable and more skillful in coping: they want to learn to get along more easily and better in daily life.

Such developmental experiences are variously seen as the resolution of ego conflicts as suggested by Eriksen, or the forces impelling an individual toward self-actualization as presented by Maslow, or as the maintenance of energy reserve, as seen by McCluskey. Nevertheless, it is evident that materials which help the learner become more clearly aware of life's problems, the conditions he faces, and ways to overcome those problems or cope with those conditions are potential facilitating tools for adult learning.

While content analysis deals with the substance or import of material, reader appeal has to do with expressed reader preference. The former relates to content intended to be helpful to adults; the latter is the actual selection by adults of material available to them. Adult selection has been studied both in terms of types of material and topics frequently selected.

Uses of Learning Materials

According to Richards, the primary needs are those relating to the reader's basic interest. People will be motivated to read material that helps them make decisions (either long-term or short-term). They are

interested in reading about what worries them, about the familiar, and about social and economic security and health. Richards indicates that the subject areas found most attractive to adults are vocation, family, community, and self-improvement, current knowledge, recent ideas, and a vocational orientation (Richards, 1959, pp. 249-250). Within these broad categories, reading interests will vary according to age, socio-economic status, and occupation.

Topics and Types of Printed Media Chosen by Adults

In the Buffalo Study, Brown and Newman identified a need for supplementary materials for maintaining interest and for materials for slower adult readers. Topics, pointed out earlier, found to be interesting to the adult city-core illiterate included Langston Hughes' poetry, hints on careful buying, information about jobs, Bible readings, biographical sketches, and sociological subjects. Generally childish stories concerned with fantasy, humor, and animals, or episodes of adult sports, adventure and travel were not of interest to these readers. The researchers found some positive relationship between preference for certain book titles and reading achievement. Adult readers with the highest gain in skill tended to read more sophisticated material than those in the low achieving groups. These individuals also demonstrated greater interest in science, travel, sociological, and utilitarian topics.

Lyman's study of adult new readers in Baltimore, Cleveland, Los Angeles, New York, and Philadelphia between 1967 and 1972 consisted of 479 completed interviews, and revealed some interesting data concerning reading preferences. In regard to reading preferences of 444 respondents, Lyman found that 93 percent read newspapers. Of those, 87 percent indicated that they read about world affairs and 78 percent about civil rights. Other parts of the newspaper that attracted high percentages of readers were advertisements (77 percent), television news (74 percent), weather (69 percent), and news about politics and

government (68 percent). In contrast, book reviews were read by 30 percent of the adults, and stocks and bonds by only 13 percent (see Appendix C for complete data) (Lyman, 1973, pp. 240-263).

To the question "Do you ever read magazines?" 88 percent of 479 respondents answered affirmatively. In an exploration of what specific magazines were read, Lyman found that of 420 adult new readers, 67 percent read Life or Look and 57 percent read Ebony or Jet. Foreign magazines and magazines dealing with art and music, on the other hand, were read by less than 5 percent of the adults (see Appendix C for complete data) (Lyman, 1973, pp. 267-275).

The Autobiography of Malcolm X, Soul on Ice, and The Holy Bible were the top three choices of the 69 percent of respondents who indicated that they read books (see Appendix C). The authors most frequently cited by adult new readers included James Baldwin, Dick Gregory, Arthur Hailey, Malcolm X, Harold Robbins, John Steinbeck, and Jacqueline Susann (see Appendix C).

Lyman found that preferences for particular types of books varied considerably. Biography and autobiography were the most popular (57 percent), with short stories also highly favored (53 percent). Scientific writing (19 percent), plays (19 percent), and essays (18 percent) were not as popular among adult new readers (see Appendix C).

A recent national survey by Amiel T. Sharon of the reading habits of 5,067 adults was conducted "to determine what is being read by whom, for how long, and for what reason, and to determine how reading fits into people's daily activities" (Sharon, 1973-74, p. 148). Although the study dealt with adults at all levels of competency, it has particular significance when compared to Lyman's study.

As might be expected, Sharon found that persons with high socio-economic

status read more of all types of material than those of low status. Sharon studied the percent of readers engaged in reading various kinds of material in relation to the median reading time spent per day in reading each type. These two factors were studied in relation to the mean socio-economic status of the respondents.

Table 1. Usage of Adult Reading Material by Time

Kind of Reading	Percent Readers	Median Reading Time (minutes)	Mean Socio-Economic Status
Newspapers	73	35	.9
Magazines	39	33	1.7
Books	33	47	1.7
Mail	53	5	.9
Meals	42	3	1.2
At Work	33	61	1.3
Working around House	46	7	.7
School	5	68	2.4
Traveling and Commuting	70	3	.9
Shopping	33	7	1.1
Club, Church Activities	10	16	1.0
Theater, Game, or Event	4	7	2.5
Recreation, Free Time	54	7	.7

(Sharon, 1973-74, p. 159)

Like Lyman, Sharon found that newspapers were the most popular type of material. The parts of the newspaper which Sharon found to have interest for adult readers are listed below by percentage of readers:

Table 2. Adult Reader Newspaper Section Preference

Main News	66%	
Local News	55	
Editorials - Letters to Editor	38	
Womens and Society Pages	37	
Comics	36	
Sports	36	
Regular Ads	35	
Classified Ads	29	
T.V. Radio Listings	27	
Financial News	22	
Movie and Book Reviews	16	
Magazine Section	12	(Sharon, 1973-74,
Others	Less than 10	p. 161-162)

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Sharon found the following magazines to be most popular:

Table 3. Adult Reader Magazine Preference

Reader's Digest Life and Look	11% for 17 minutes on a typical day
Newsweek Time National Observer	6% for 29 minutes
McCall's Ladies Home Journal Good Housekeeping	6% for 21 minutes
T.V. Guide Modern Screen	4% for 11 minutes
Sports Illustrated Field and Stream	4% for 29 minutes
House and Garden House Beautiful	3% for 20 minutes
Scientific American National Geographic	3% for 27 minutes
Motor Trends Popular Mechanics	2% for 17 minutes
Catholic Digest Interfaith Group	2% for 20 minutes

(Sharon, 1973-74, p. 161-162)

Sharon found that among those who read books, the Bible (5 percent at 29 minutes) was most popular, followed by general fiction (5 percent at 46 minutes). The next most frequent categories were natural and physical science, social sciences, and religion (3 percent) (Sharon, 1973-74, p. 162).

The data gathered by Lyman and Sharon reflect the kinds of printed material that adults prefer and select, both in terms of format and content. Adult educators must be attuned to the needs and preferences of adult learners, if they are to be effective. Specifically adult educators must be cognizant of the wide range of interests that adults have, the types of materials they prefer, and their special needs, in addition to knowing the effects on adults

of physical layout and format, readability, and sophistication of tone and style. Such knowledge is essential to adult educators in evaluating and selecting books for adult learners. Awareness of the factors that influence learners' attitudes towards printed materials will hopefully lead to greater success in matching learners with appropriate materials. Also, those people who work with adults are in a position to influence the kinds of materials that are published by being critical in the examination and selection process. Publishers will be more likely to respond with appropriate learning materials, if teachers refuse to work with inferior or inadequate publications. The purchase of what is well suited for adult learners and the provision of feedback to publishers should improve the quality of commercially prepared learning materials.

However, as has been pointed out, often adult educators must create their own instructional materials. When those situations arise the following principles may serve as a general guide:

1. Make the presentation positive
2. Use an easy vocabulary
3. Avoid difficult words
4. Construct simple sentences
5. Keep sentences short
6. Omit unnecessary phrases
7. Make comparisons to familiar things
8. Use present tense whenever possible
9. Incorporate folklore, folkways, parables, and fables
10. Try to keep the material rhythmical
11. Use humor when possible
12. Address the material to an individual, not to the masses
13. Seek identification with the reader
14. Make factual information current and accurate
15. Keep the style and diction simple so that reading is easy and interesting

(Richards, 1959, p. 20)

Selecting and preparing materials for adult new readers is not a simple task. These processes require an understanding of the culture of the learner

and his limitations, interests, needs, and aspirations. New writers are needed to reach these new readers -- writers who will take into account the special characteristics of adults at all levels from basic literacy programs through professional education.

VI. IMPLICATIONS FOR ADULT EDUCATORS

Readability

Several important factors are to be considered when examining the readability of adult learning materials. Although "ease of reading" or speed of reading seems to be the dominate consideration in assessment, no single factor in isolation should be used as a criterion for judgment.

Implications relevant to readability:

1. Although many readability formulas are available and appropriate for use with adult materials, no single readability formula is "best."

2. All readability formulas have limitations; the learning situation and the purposes of the user will determine which formula is most appropriate in a given situation.

3. Another consideration is the evaluation of difficulty level based upon the purpose for the materials. Materials to be used for exploratory or leisure reading will not require the same reading level as materials intended for direct instruction.

4. Readability formulas are one way of assessing the appropriateness of material. No judgment of suitability of material should be made on the basis of readability level alone.

5. Materials should take into account the physical characteristics of adult learners.

6. Physical features of materials such as type size, style of type, leading, printing surface and kinds of illustrations should not create strain or present unnecessary obstacles for learning.

Content Analysis

Content of adult learning materials can only be judged in the context of purpose for use in learning. No piece of material can be judged without the learner in mind.

Implications relevant to content analysis:

1. Those selecting materials need to become familiar with the various types of fiction and non-fiction and the primary focus of the various types of writing.

2. Elements of writing such as diction, style, tone, point of view, connotation, denotation, and imagery should be considered in the overall evaluation of material.

3. The format of the material should be acceptable to the adult. Magazines, pamphlets, newspapers, paperbacks may be preferred by some adult new readers over hardcover textbooks or workbooks.

4. Role models in the material should be types with which the adult can identify.

5. Evaluators of materials must guard against letting personal bias creep into selection processes. Evaluation and selection should be a cooperative effort as a guard against personal bias.

6. Adult educators must become adept at evaluating material so that the best material available gets to the adult learner. Adult educators need to express their experiences with materials to the publishers of that material so that constant upgrading of quality is encouraged.

Expressed Needs of Readers and Their Selection of Materials

The reading interests of adult new readers is as varied as it is for the adult population as a whole. Adult new readers select materials to meet physical, psychological, and social needs.

Implications relevant to reader interest:

1. Materials should include those which pertain to the needs, decision-making abilities, worries, health, and security of the adult.

2. Among adult new readers, magazines, and newspapers are very popular formats. Instructional materials may be more effective if they have some of the appealing features of these types.

3. Readers appear to prefer writers who do not "talk down" to the reader even though that material is more difficult in terms of readability, vocabulary, style, and level of sophistication.

4. Style which is straightforward, clear, and concise is preferred.

5. A positive, warm, and first-person approach that addresses the individual reader is preferable to the cynical, remote, indifferent stance taken by a writer.

For one to be illiterate in modern society is to be severely handicapped. To be unable to read is to live a life of isolation, dependence, and loneliness. As Amiel T. Sharon points out, the effects of illiteracy are often hidden, as indicated by the statements of non-readers:

> I had a friend die and I wanted to read a prayer.
>
> I wanted to read the magazine at work while I eat my breakfast and I can't do that; I get so lonely. I live by myself and reading could pass the time for me.
>
> Every day something happens that makes me wish I could read.
>
> When my children ask help with their lessons, I wish I could help them. (Sharon, 1973-74, p. 167).

As our world continues to shrink and the need for communication among people increases, adults who lack basic literacy skills will have difficulty freeing themselves from dependency, whether it be cultural, political, or economic.

Adult educators must be ready to attack illiteracy at all levels. One way that this can be done is by recognizing some of the basic needs and interests of adults and by designing and selecting materials that are appropriate for fulfilling those needs. To free the adult new reader from the bonds of dependency and to open up for him new options and choices is in his best interest and in the best interests of all societies. As Thomas Jefferson said in his letter to Colonel Charles Yancey, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Appendix A. MAC Checklist

MAC CHECKLIST -

MATERIALS ANALYSIS CRITERIA: STANDARDS FOR MEASUREMENT

CONTENTS

I BIBLIOGRAPHIC EVALUATION

II CONTENT ANALYSIS

III THE MEASUREMENT OF READABILITY

IV APPEAL TO READERS

V QUANTITATIVE EVALUATION

VI MAC SUMMARY RECORD AND ANNOTATION

INTRODUCTION

MAC Checklist - How to Judge Reading Materials

What is MAC Checklist?

- A guide for judging key points in various types of reading materials, ranging from books to broadsides, which itemizes in convenient checklist form the aspects of reading materials which are to judged critically

Who will use MAC?

- Librarians, Library Community Coordinators, ABE Teachers, Reading Specialists, Library School Professors and Students, Editors

Why use MAC?

- To analyze and to judge bibliographic data, content, readability, and appeal to readers

What MAC does

- Serves as a guide for annotations which record specific aspects of the reading material
- Supplies qualitative and quantitative evaluation for use in selection of reading materials and reading guidance with readers

How to use MAC

- Read the material to be analyzed
- Follow directions on MAC Checklist

MAC Checklist - Materials Analysis Criteria: Standards for Measurement

A checklist of criteria to use in analyzing reading materials -- books, pamphlets, magazines, newspapers, leaflets -- which will provide the adult new reader with information and ideas, give personal satisfaction and pleasure, while aiding in the development of his reading skills.

I BIBLIOGRAPHIC EVALUATION

I-A Bibliographic Data

Circle the appropriate category for each item: Very Good = VG, Good = G, Poor = P, Unable to judge = U. Formal bibliographic citation should be entered on MAC Summary Record and Annotation

I-A 1 Author(s)_____ Authority VG G P U

I-A 2 Title_____ ☐ explains ☐ misleads

I-A 3 Competence of Illustrator VG G P U ☐ not applicable

I-A 4 Reliability of Publisher VG G P U

I-A 5 Quality of Series VG G P U

I-A 6 Quality of Edition

Original	VG G P U	Revised	VG G P U
Abridged	VG G P U	Rewritten	VG G P U
Enlarged	VG G P U	Partially Revised	VG G P U

I-A 7 Language of Text (other than English)_____

I-A 8 Price_____ I-A 9 Date_____

Indicate format by checking (X) in space indicated. More than one may apply.

I-B Physical Format

Book: hard-cover	___	Leaflet	___	Poster	___
Book: paperback	___	Magazine	___	Reader	___
Booklet	___	Maps	___	Textbook	___
Broadside	___	Newsletter	___	Workbook	___
Collection	___	Newspaper	___	Other_____	
Form	___	Pamphlet	___		

I-C Type of Literature

Autobiography	___	Humor	___	Scientific account	___
Biography	___	Novel	___	Short Story	___
Essay of Information	___	Personal essay	___	Tract_____ (specify)	
Folklore	___	Play	___		
Historical account	___	Poetry	___	Travel account	___
How-to-do-it	___	Reference	___	Other_____	

II CONTENT ANALYSIS

Content analysis includes four major aspects which are vital in the evaluation of reading materials for the adult new reader. These aspects are: personal roles, subjects, attitudes and values, and structure and development. A critical analysis is necessary for an objective evaluation and description of the material.

II-A Personal Roles

> Indicate whether the roles as defined are identifiable in the material by checking (X) the category which applies: Dominant = D, Secondary = S, Not Applicable = NA. More than one may apply.

II-A 1 The Role of the Person in his own Development: Growth and self-development which enables one to meet individual and social expectations at various periods during life. Subject areas relevant to the personal development role are: individual identity; religious and spiritual beliefs; social relationships; personal health; understanding the arts, literature, nature, and science. D ___ S ___ NA ___

II-A 2 The Role in the Family: Role as a member of family with parents, brothers, and sisters, grandparents, and extended family. Subject areas relevant to the family role include: marriage, parenthood, child care, family relationships, and home management. D ___ S ___ NA ___

II-A 3 The Role of the Person in the Group: Role as a member of society in relation to others. Subject areas relevant to group role include: friendship patterns, responsibility for others, acceptance or rejection of group norms, and identification with ethnic groups and the community. D ___ S ___ NA ___

II-A 4 The Role of the Person as a Participant in Political and Social Life: Influence on the development of established law, government, politics, social welfare, and counter-social structures. Subject areas relevant to this role include: law, government, counter-positions, citizenship, civil liberties, current events, and community development. D ___ S ___ NA ___

II-A 5 The Role of the Person as a Participant in Education: Education and learning in acquiring knowledge and skills for everyday living and personal enjoyment. Subject areas relevant to this role include the various fields and types of knowledge -- arts, science, technology. D ___ S ___ NA ___

II-A 6 The Role of the Person in Work: The choice, preparation, and work in an occupation which brings satisfaction and income. Subjects relevant to the work role include: careers, employment, and labor and industrial relations. D ___ S ___ NA ___

II-A 7 The Role of the Person in his Leisure: Participation in activities which provide pleasure and enjoyment during one's free time. Subjects relevant to these activities include: arts, crafts, learning, reading, and sports. D ___ S ___ NA ___

II-A 8 Other D ___ S ___ NA ___

II-B Subjects

Check (X) Subjects present in material being analyzed. Check (X) in appropriate column the term which describes treatment of specific subjects: Authentic = A, Inaccurate = I, Unable to judge = U.

II-B 1 Personal Development

	A	I	U
Alcoholism			
Drugs			
Friendship			
Hate			
Love			
Personal Identity			
Self Preservation			
Sexuality			
Social Poise			
Survival			
Other_____			

II-B 1a Learning

Arts			
History			
Language			
Nature			
Religion			
Science			
Technology			
Other_____			

II-B 2 Family Role

Child Care			
Divorce			
Family Conflicts			
Family Relationships			
Home Management			
Marriage			
Parenthood			
Other_____			

II-B 3 Group Role

Membership in a Group			
-Ethnic			
-Neighborhood			
-Peer			
-Political			
-Religious			
Responsibility to others			
Survival			
Other_____			

II-B 4 Work Role

Careers			
Employment			
Labor Relations			
Unemployment			
Other_____			

II-B 5 Citizenship

	A	I	U
Civil Liberties			
Community Development			
Current Events			
Housing			
Law			
Legal Aid			
Politics			
Urban Affairs			
Welfare			
Other_____			

II-B 6 Education

Adult Basic			
Arithmetic			
Reading			
Writing			
Consumer Affairs			
High School Equivalency			
Business			
English			
History			
Mathematics			
Science			
Vocational & Technical			
Business			
Crafts			
Job Training			
Advanced			
Self Education			
Other_____			

II-B 7 Leisure Role

Arts and Crafts			
Reading			
Sports			
Travel			
Other_____			

II-B 8 Other

_____			
_____			
_____			
_____			

II-C Attitudes and Values

Attitudes and values for the purposes of this checklist mean an author's feeling or position with regard to any norm, object, situation, ideal, or principle treated in the material analyzed.

Indicate the author's point of view toward the attitudes and values treated in the material by checking the appropriate column:

+ = promotes or supports the attitude or value
- = criticizes or rejects the attitude or value
o = presents attitude or value in a neutral manner
U = Unable to judge

Analyze the content for attitudes and values dealt with either explicitly or implicitly in the material. If no attitude and value analysis is appropriate go to Section III.

		+	-	o	U
II-C 1	Personal Development				
	Cooperation				
	Creativity				
	Freedom				
	Hate				
	Leadership				
	Love				
	Material Things				
	Personal Identity				
	Physical Appearance				
	Physical Fitness				
	Sexuality				
	Success				
	Survival				
	Other_____				
II-C 2	Learning				
	Enjoyment				
	Gain Facts				
	Gain Skills				
	Gain Appreciation				
	Self Advancement				
	Other_____				
II-C 3	Family Role				
	Authority of Father				
	Authority of Mother				
	Extended Family				
	Family Solidarity				
	Other_____				
II-C 4	Group Role				
	Advancement				
	Alienation				
	Conformity				
	Group Identity				
	Survival				
	Other_____				

		+	-	o	U
II-C 5	Political/Social Role				
	Evolutionary Change				
	Law and Order				
	Legal Justice				
	Citizen Participation				
	Patriotism				
	Revolutionary Change				
	Status Quo				
	Traditionalism				
	Other_____				
II-C 6	Work				
	Earning a Living				
	Economic Security				
	Job Satisfaction				
	Service Orientation				
	Other_____				
II-C 7	Orientation to Time				
	To the Present				
	To the Past				
	To the Future				
	Other_____				
II-C 8	Spiritual/Aesthetic				
	Creative Arts				
	Formal Religion				
	Literature				
	Music				
	Nature				
	Personal Religion				
	Other_____				
II-C 9	Science & Technology				
	Environment				
	Nature				
	Other_____				
II-C 10	Other_____				
	_____				
	_____				
	_____				

II-D Structure and Development

II-D 1 Intellectual Challenge, i.e., Treatment or Manner of Presentation

Check (X) in appropriate column to indicate characteristics of plot, characters, setting, style, and richness of ideas: Factual, Stereotyped, Average, Above Average, Original, Universal, Not Applicable. In some material these traditional stylistic elements will not be significant. More than one may apply.

	Factual	Stereo-typed	Average	Above Average	Original	Universal	Not Applicable
Plot							
Characters							
Setting							
Style							
Richness of Ideas							

II-D 1a

Indicate by checking (X), whether in your judgment, plot, characters, setting, style, and richness of ideas are simple, average, complex, or not applicable. More than one may apply.

	Simple	Average	Complex	NA
Plot				
Characters				
Setting				
Style				
Richness of Ideas				

II-D 1b

Judge the importance and relationship of each stylistic characteristic. Indicate by checking (X), whether plot, characters, setting, style, and richness of ideas are primary, secondary, integral, or not applicable. More than one may apply.

	Primary	Secondary	Integral	NA
Plot				
Characters				
Setting				
Style				
Richness of Ideas				

II-D 2 Analysis of Style

Check (X) in space provided, characteristics of style present in the material being analyzed. More than one may apply.

Dramatic	___	Imaginative	___	Scholarly	___
Factual	___	Journalistic	___	Scientific	___
Fantasy	___	Poetic	___	Technical	___
Humor	___	Popular	___	Other	___

III THE MEASUREMENT OF READABILITY

The measurement of readability considers factors which affect comprehension and enjoyment, as well as ease and speed of reading. The factors to be analyzed include physical, visual, and literary aspects of printed material: typography, special features, learning aids, language, and measurement of readability by the Gunning Fog index formula.

III-A Typography

> Legibility means the perception of letters and words. Judge the legibility of typographic elements in the materials: type, spatial arrangements, and printing surfaces as having High Legibility = H, Moderate Legibility = M, Low Legibility = L, Illegibility = I.

III-A 1 Type

III-A 1a Style of type ☐ H ☐ M ☐ L ☐ I

Style of type is appropriate to content ☐ yes ☐ no

III-A 1b Size of type ☐ H ☐ M ☐ L ☐ I

Size of type is appropriate to content ☐ yes ☐ no

III-A 1c Judge type legibility ☐ acceptable ☐ not acceptable

III-A 2 Spatial Arrangements

III-A 2a Outer Margins ☐ adequate ☐ inadequate ☐ obscure print

Inner Margins ☐ adequate ☐ inadequate ☐ obscure print

III-A 2b Judge legibility of overall spatial arrangement considering margins, page layout, spacing between heading and text, spacing between lines of text.

☐ H ☐ M ☐ L ☐ I ☐ acceptable ☐ not acceptable

III-A 3 Printing Surfaces

III-A 3a Texture ☐ dull ☐ glossy ☐ acceptable ☐ not acceptable

III-A 3b Print on reverse side shows through

☐ yes ☐ no ☐ acceptable ☐ not acceptable

III-A 3c Quality of paper ☐ acceptable ☐ not acceptable

III-A 3d Color of type on printing surface

	H	M	L	I
Black on White				
White on Black				
Black on Color				
Color on Color				

Judge color or type and printing surface ☐ acceptable ☐ not acceptable

III-A 3e Judge overall legibility of printing surfaces ☐ H ☐ M ☐ L ☐ I

III-B Special Features - Maps, Illustrations, Diagrams, Tables & Charts

Evaluate the special features in the material being analyzed. Answer where applicable, yes/no, and rate specific qualities: Very Good = VG, Good = G, Poor = P, Not Applicable = NA.

III-B 1 Maps

Maps included in content ☐ yes ☐ no Needed but missing ☐

If "yes" answer the following:

Supportive of text ☐ yes ☐ no

Adequate number ☐ yes ☐ no

Logical placement ☐ yes ☐ no

	VG	G	P	NA
Accuracy of Content				
Clarity of Legends				
Clarity of Symbols				
Color Identification				
Consistency of Scales				
Precision of Scales				
Reproduction				
Technical Accuracy				

III-B 2 Illustrations

Cover Illustration ☐ yes ☐ no Needed but missing ☐

☐ explains ☐ misleads ☐ appeals

Illustrations in content ☐ yes ☐ no Needed but missing ☐

Technique _____ ☐ not known
(write in)

Supportive of text ☐ yes ☐ no

Logical placement ☐ yes ☐ no

	VG	G	P	NA
Accuracy of Content				
Artistic Quality				
Black & White				
Color				
Reproduction				
Technical Quality				

III-B 3 Diagrams

Diagrams in content ☐ yes ☐ no Needed but missing ☐

Technique_____ ☐ not known
(write in)

Supportive of text ☐ yes ☐ no

Logical placement ☐ yes ☐ no

	VG	G	P	NA
Accuracy of Content				
Artistic Quality				
Black & White				
Color				
Reproduction				
Technical Quality				

III-B 4 Tables, Charts, Graphs

	Tables		Charts		Graphs	
Included in content	☐ yes	☐ no	☐ yes	☐ no	☐ yes	☐ no
Needed but missing	☐		☐		☐	
Supportive of text	☐ yes	☐ no	☐ yes	☐ no	☐ yes	☐ no
Logical placement	☐ yes	☐ no	☐ yes	☐ no	☐ yes	☐ no

	Tables				Charts				Graphs			
	VG	G	P	NA	VG	G	P	NA	VG	G	P	NA
Accuracy												
Black & White												
Character Alignment												
Color												
Explanatory Statement												
Reproduction												
Spacing												

III-C Learning Aids

Check (X), if applicable, in the appropriate column to indicate when the learning aids in the material being analyzed are clear, unclear, useful, not useful. More than one may apply.

	Clear	Unclear	Useful	Not Useful	Needed but Missing
Answers					
Appendix(es)					
Bibliography(ies)					
Chapter summaries					
Exercises to test skills					
Explanatory phrases in text					
Footnotes					
Follow up projects					
Glossary					
Index to illustrations					
Index to text					
Introduction					
Question guides					
Reading guides					
Self-pacing techniques					
Table of contents					
Vocabulary definitions					
Other_____					

III-D Language

Check (X), if applicable, in the appropriate column to indicate whether the language is appropriate or inappropriate, and whether it clarifies or confuses reading ease and understanding. More than one may apply.

	Appropriate	Inappropriate	Clarifies	Confuses	Unable to Judge
Argot: peculiar to particular group					
Colloquial: conversational style					
Dialect: regional speech pattern					
Formal: standard, traditionally correct					
Slang: informal, nonstandard, including so called "unacceptable"					
Technical: terms peculiar to the subject					
Other_____					

III-E Readability Formula - Gunning Fog Index

Robert Gunning in The Technique of Clear Writing states, "The aim of readability research has been to single out those factors of writing style that can be measured, and to take the added, important step of finding out to what degree each affects reading difficulty." He bases his readability formula, the Fog Index, on two language factors, sentence length and hard words.

Terminology: Hard Words - words composed of three or more syllables
Fog Index - reading grade level required for understanding the material

Procedure

1 Select three 100 word samples, one near the beginning, but not opening paragraph, one near the middle, and one near the end.

2 Count number of sentences in each 100 word sample. Determine the average sentence length by dividing the number of words by the number of complete sentences.

3 Count the number of words of three syllables or over to get the number of hard words. Do not count proper nouns, easy compound words like "bookkeeper," or verb forms in which the third syllable is merely the ending.

4 Add together the number of polysyllabic words and average sentence length, then multiply by .4 which yields the reading grade level.

5 Repeat computation for each sample of 100 words.

6 Compute average of the three samples.

Example[1]

		I	II	Evaluator's work space I	Evaluator's work space II
1	Number of sentences in 100 word sample	6			
2	Average Sentence Length 100 ÷ 6 (put answer in column II)		16.6		
3	Number of hard words (put answer in column II)		+2		+
4	Add figures in column II =		18.6		
5	Multiply this sum by .4		x .4		
6	Reading Grade Level is Seventh Grade, fourth month for first 100 word sample		7.4		
7	Compute the score for 2nd 100 word sample		6.6		
8	Compute the score for 3rd 100 word sample		22.8		
9	Compute the average of the three reading grade scores		3) 36.8		3)
	Fog Index =		12.2		

[1]Malcolm X and Alex Haley, Autobiography of Malcolm X (New York, N.Y.: Grove Press, 1966) p. 39, paragraph 1.

IV APPEAL TO READERS

IV-A Potential Reader(s)

On the basis of your findings evaluate the appeal of the book to the potential reader in each of the following categories as: Major = M, Secondary = S, or Unable to Judge = U. Check (X) the appropriate column listed below. More than one may apply.

Sex	M	S	U
Men			
Women			

Age	M	S	U
15-18 years			
19-24			
25-34			
35-44			
45-54			
55-64			
65 and over			
Any age ☐			

Ethnic Emphasis	M	S	U
American Indian			
Black American			
White American			
Cuban			
Mexican American			
Puerto Rican American			
African			
Asian			
European			
South American			
Other			

Special Background Appeal			
Rural			
Urban			
Suburban			

IV-B Reader Appeal

Check (X) appropriate qualities in the material which may attract the potential reader.

Informational	___	Aesthetic	___	Adventure	___
Interpretive	___	Intellectual	___	Pleasure	___
Problem solving	___	Spiritual	___	Relaxation	___
Personal security	___	Social security	___	Other_____	

V QUANTITATIVE EVALUATION

The following numerical rating scale and accompanying questions serve as a supplement to the preceding measurements in the MAC Checklist Sections I through IV. The numerical rating of each question is to be an overall integrated evaluation of the section to which it refers. In assigning each rating it is necessary to take into account all of the factors considered in that section.

Rate each question using the following scale from one to nine, or 0 if not applicable. Do not total scores until all four groups of questions are rated.

1	definitely inferior	6	somewhat good
2	very poor	7	good
3	poor	8	very good
4	somewhat poor	9	definitely superior
5	fair	0	not applicable

Questions Related to Each Section of the MAC Checklist	Rating Score
I Bibliographic Evaluation	
I-A What is your overall assessment of the reliability and authority of the material (bibliographic data)?	_____
I-B What is your overall judgement of the material's physical format?	_____
I-C How would you evaluate the material as representative of this type of literature?	_____
GROUP I TOTAL =	_____
II Content Analysis	
II-A How would you judge the overall development of the dominant personal roles in the material, taking into consideration completeness, credibility, and portrayal?	_____
II-B How would you rate the treatment of the subjects covered in the material with respect to authenticity, accuracy, and verisimilitude?	_____
II-C Are the attitudes and values treated in the material portrayed in a convincing and believable manner?	_____
II-D How would you evaluate the overall development of the material with respect to complexity and appeal to the adult new reader's interest?	_____
II-D How would you judge the overall development of the characters?	_____
II-D How would you evaluate the treatment of the setting in the material?	_____
II-D How would you rate the style of the material with respect to its clarity, appropriateness to the subject, and integration of its stylistic elements?	_____
II-D How meaningful or penetrating is the richness of ideas expressed in the material?	_____
GROUP II TOTAL =	_____

Using the rating scores in the 4 Groups of question, compute the following to arrive at a description of the title being evaluated.

	Question Groups I	II	III	IV	
a. Enter the total rating scores for each Group	____	____	____	____	(line a)
b. Go to next line (these figures to use with line d)	3	8	5	2	(line b)
c. Enter the number of questions rated 0 (not applicable) for each Group	____	____	____	____	(line c)
d. Subtract line c from line b (line b - line c)	____	____	____	____	(line d)
e. Go to next line	x9	x4.5	x9	x9	(line e)
f. Multiply line d by line e (line d x line e)	____	____	____	____	(line f)
g. Divide line a by line f $\frac{\text{line a}}{\text{line f}}$	____	____	____	____	(line g)
h. Add the four decimal numbers in line g	____				(line h)
i. Divide the number in line h by 5 $\frac{\text{line h}}{5}$	____ = Average Decimal Score (line i)				

j. Use the following "MAC Evaluation Scale" to convert line i (Average Decimal Score) into a description

MAC Evaluation Scale			
Score	Description	Score	Description
0 - .11	definitely inferior	.56 - .67	somewhat good
.12 - .22	very poor	.68 - .78	good
.23 - .33	poor	.79 - .89	very good
.34 - .44	somewhat poor	.90 - 1.00	definitely superior
.45 - .55	fair		

Enter the appropriate description _____

Questions Related to Each Section of the MAC Checklist (continued) — Rating Score

III The Measurement of Readability

III-A How do you judge the typography for overall legibility and appearance? _____

III-B What is your judgment of the special features (maps, illustrations, diagrams, tables, charts, and graphs) with respect to appropriateness, clarity, and appearance? _____

III-C How would you assess the overall clarity and usefulness of the learning aids employed in the material? _____

III-D What is your assessment of the language used in the material taking into consideration its clarity and appropriateness? _____

III-E How would you judge the readability level of the material for the adult new reader? _____

GROUP III TOTAL = _____

IV Appeal to Readers

IV-A How would you evaluate the material for its appeal to the potential group? _____

IV-B What is your judgment of the material's appeal to the potential reader? _____

GROUP IV TOTAL = _____

Add the rating scores for each group of questions and record them in the four spaces provided below. Count the number of questions which were rated 0 (not applicable) and record each of these four numbers in the space below each group total. Using these two sets of numbers complete the Quantitative Evaluation by performing the computations on the next page.

	I	II	III	IV
Group Totals	_____	_____	_____	_____
Number of Questions Rated 0	_____	_____	_____	_____

Enter the four Group Totals in the spaces on line a of the next page. Then enter the number of questions rated 0 (not applicable) for each group on line c of the next page.

VI MAC SUMMARY RECORD AND ANNOTATION

Evaluator's Summary of the Material Analyzed

Potential Reader(s)_____

Ethnic Emphasis_____

Primary Subject_____

Readability Score_____

Quantitative Evaluation_____ _____
Score Description

Author_____

Title_____

Publisher_____

Address_____

_____

Edition_____ Date_____ Pages_____ Price_____

> Utilize your MAC Checklist analysis to summarize the essential points about the material as determined in your evaluation for each category in the following areas.

I. Bibliographic Evaluation (Bibliographic Data, Physical Format, Type of Literature)

II. Content Analysis (Roles, Subjects, Attitudes & Values, Structure & Development)

III. Measurement of Readability (Typography, Special Features, Learning Aids)

IV. Appeal to Readers

Annotation

Describe in a brief critical note essential facts about the material, based on the Materials Analysis Criteria, including what it is about, what is said, how well it is said, the point of view, strengths and weaknesses, and for whom you would recommend it. Compare and contrast with other materials.

Evaluator's Name

Department

Date of Evaluation

Library

APPENDIX B

Evaluation of Materials Using the MAC Checklist

The evaluations presented here were produced by participants in the Materials Evaluation Workshop, Northern Illinois University, Summer 1975.

Title TALK TO ME

Bibliographic Evaluation 24 Measurement of Readability 40

Content Analysis 33 Appeal to Readers 16

Average Decimal Score .89

Potential Reader(s) Female adults Readability Score 6.1

Ethnic Emphasis None Quantitative Evaluation .39 Score Very Good Description

Primary Subject How to get your husband to communicate

Author Charlie W. Shedd

Publisher Doubleday

Address Garden City, New York

Edition First Date 1975 Pages 105 Price $3.95

Bibliographic Evaluation

Nonfiction
Letter form
Author considered an authority on the subject

Content Analysis

Contains advice on marital communication
Stresses spiritual values and self confidence

Measurement of Readability

Print easy to read
No illustrations
Easy reading

Appeal to Readers

Primary interest for married women with communication lack

80

Title HOW TO GET A JOB AND KEEP IT

Bibliographic Evaluation 15 Measurement of Readability 45

Content Analysis 35 Appeal to Readers 18

Average Decimal Score .87

Potential Reader(s) Adult job seekers Readability Score 7.6

Ethnic Emphasis None Quantitative Evaluation .87 (Score) _____ (Description)

Primary Subject Finding and holding a job

Author Dorothy Y. Goble

Publisher Steck -Vaughn

Address Austin, Texas 78767

Edition First Date 1969 Pages 63 Price $.96

Bibliographic Evaluation

Good "how-to" book

Content Analysis

Develops role of responsible workers
Places value on job satisfaction, personal organization, preparedness, personal appearance and attitude, self-confidence
Contains concise, yet complete information for job seekers

Measurement of Readability

Neat attractive format
Excellent exposition of forms and how to complete them
Example of application letter very helpful

Appeal to Readers

Would lend itself well to group sessions

Title ALASKAN ESKIMO ADULT LITERACY LABORATORY

Bibliographic Evaluation 23 Measurement of Readability 33

Content Analysis 65 Appeal to Readers 14

Average Decimal Score .87

Potential Reader(s) _____ Readability Score 3.2

Ethnic Emphasis Alaskan Eskimo Indian Quantitative Evaluation .87 Score Very good Description

Primary Subject Survival, family unity, cooperation; fables, stories

Author Various authors

Publisher Adult Literacy Laboratory, Anchorage C.C.

Address 505 W. Northern Lights, Anchorage, Alaska

Edition _____ Date _____ Pages _____ Price _____

Bibliographic Evaluation

Paperback form
Simple booklets dealing with literacy and folk tales

Content Analysis

Emphasizes survival techniques
Emphasizes need for strong family ties
Cartoon sketchings depict surroundings well
Good literacy drills

Measurement of Readability

Print very legible
Simple style

Appeal to Readers

Appealing to readers from late teens to mature adults
High interest level for Alaskan Eskimo Indians
Fables are pleasurable reading for anyone

Title (Ingles Para Sobrevivir) ENGLISH FOR SURVIVAL

Bibliographic Evaluation 23 Measurement of Readability 38

Content Analysis 52 Appeal to Readers 16

Average Decimal Score .84

Potential Reader(s) ESL Students Readability Score 5.7

Ethnic Emphasis Latin American Quantitative Evaluation .84 Score Very good Description

Primary Subject Survival English

Author Michael R. Bash, Thomas Miranda, et al.

Publisher Latin American Family Education Program

Address Gary, Indiana 46402

Edition First Date 1971,1973 Pages 135 Price

Bibliographic Evaluation

Three book series in paperback
Emphasizes survival English

Content Analysis

Purpose is to teach minimal English for survival
Emphasis on consumer education, community organization, cultural awareness
Promotes inquiry into agencies, services
Vocabulary is bilingual
Good used as a supplementary material

Measurement of Readability

Legible
Good directional maps included
Suggest good supplemental projects
Learning aid--bilingual

Appeal to Readers

Excellent for Spanish speakers learning English

Title BONDAGE FREEDOM AND BEYOND

Bibliographic Evaluation 23 Measurement of Readability 24

Content Analysis 58 Appeal to Readers 8

Average Decimal Score .85

Potential Reader(s) Black American Readability Score 8.6

Ethnic Emphasis Black American Quantitative Evaluation .85 (Score) Very good (Description)

Primary Subject History of Black Americans

Author

Publisher Doubleday

Address

Edition First Date 1971 Pages Price $1.75

Bibliographic Evaluation

Collection of writings by Black American authors
Publisher is reliable

Content Analysis

Dominant roles of self development, development within a group, as participant in a political system
Scans attitudes of passive acceptance through Black militancy

Measurement of Readability

Typography adequate
No illustrations, maps, charts (not necessary)
Learning aids clear and useful

Appeal to Readers

High appeal to Black Americans
Also appealing to anyone interested in Black history

Title GREAT RULERS OF THE AFRICAN PAST

Bibliographic Evaluation 22 Measurement of Readability 33

Content Analysis 49 Appeal to Readers 16

Average Decimal Score .85

Potential Reader(s) Young adult, adult Readability Score 5.9

Ethnic Emphasis Black Quantitative Evaluation .85 (Score) Very good (Description)

Primary Subject African rulers

Author Lavinia Dobler, William A. Brown

Publisher Doubleday

Address Garden City, New York

Edition _____ Date 1965 Pages 120 Price $1.45

Bibliographic Evaluation

Paperback form
Short historical account of five African rulers
Authors have good background

Content Analysis

Simplified, yet authentic plot
Good account of five rulers and their goals for their tribes

Measurement of Readability

Good typography
Good maps used to aid in understanding
Contains guide to pronunciation, table of contents

Appeal to Readers

Wide appeal to all with special appeal to young Black males

Title WORTH FIGHTING FOR

Bibliographic Evaluation 25 Measurement of Readability 39

Content Analysis 62 Appeal to Readers 16

Average Decimal Score .88

Potential Reader(s) Adult Readability Score 6.4

Ethnic Emphasis Black/White American Quantitative Evaluation .88 Score Very good Description

Primary Subject Historical account of Negro in the U.S. during the Civil War/Reconst.

Author Agnes McCarthy, Lawrence Reddick

Publisher Doubleday

Address Garden City, New York

Edition First Date 1965 Pages 118 Price $1.45

Bibliographic Evaluation

Paperback
Historical account
Authors very reliable sources

Content Analysis

Plot centered around human rights concepts
Defines, develops roles in Black culture

Measurement of Readability

Good typography
Table of contents, index are good
Photographs, illustrations used as learning aids

Appeal to Readers

Special appeal for male readers
Applicable for adult Black male

Title MOTT BASIC LANGUAGE SKILLS (Program 301)

Bibliographic Evaluation 21 Measurement of Readability 37

Content Analysis 63 Appeal to Readers 16

Average Decimal Score .61

Potential Reader(s) Grade 3-Adult Readability Score 4.0

Ethnic Emphasis White Quantitative Evaluation .61 Score Somewhat Good Description

Primary Subject Personal Development

Author Byron Chapman

Publisher Allied Education Council

Address P.O. Box 78, Galien, Michigan

Edition First Date 1968 Pages 91 Price $1.95

Bibliographic Evaluation

Workbook with 31 stories intended for reading improvement
Good bibliographic information

Content Analysis

Authentic information
Stories biographical, informational, historical, scientific

Measurement of Readability

Typography adequate
Interesting illustrations

Appeal to Readers

Appropriate for grades 3 through adult

Title READING DEVELOPMENT KIT B

Bibliographic Evaluation 23 Measurement of Readability 31

Content Analysis 62 Appeal to Readers 16

Average Decimal Score .86

Potential Reader(s) Intermediate ABE Readability Score 6.3

Ethnic Emphasis None Quantitative Evaluation .86 (Score) Very good (Description)

Primary Subject Health, Law, Safety, Science, Work

Author Edwin A. Smith

Publisher Addison-Wesley Publishing Co.

Address 2725 Sand Hill Road, Menlo Park, Calif. 94025

Edition First Date 1968 Pages Kit Price $70.00

Bibliographic Evaluation

Kit designed according to reading level

Content Analysis

Authenticity of facts
Well rounded contents
Presents "coping" skills for adults
Readers' relevancy

Measurement of Readability

Typography adequate
Good illustrations

Appeal to Readers

High interest/low ability for adults
Because of certain idioms, may be more appealing to native-born Americans

88

Title READING FOR A PURPOSE

Bibliographic Evaluation 25 Measurement of Readability 41

Content Analysis 66 Appeal to Readers 17

Average Decimal Score .93

Potential Reader(s) Ages 16 and above Readability Score 3.9

Ethnic Emphasis White male Quantitative Evaluation .93 Score / Definitely Superior Description

Primary Subject Male, his family, job, interests, learning situations

Author Adair/Curry

Publisher Educational Opportunities Division of Follett Publishing Co.

Adress Chicago, Illinois

Edition _____ Date 1965 Pages 110 Price $1.56

Bibliographic Evaluation

Basic Skills Book
Designed for levels 1-4
Self-paced

Content Analysis

Deals with stereotyped male in his family, work, and community
Contains information about health, news media, and general knowledge

Measurement of Readability

Print is legible
Could use more illustrations
Presents good word-attack skills
Language is easy to read

Appeal to Readers

Appealing to ABE students

89

Title NUTRITION IN A NUTSHELL

Bibliographic Evaluation 23 Measurement of Readability 29

Content Analysis 34 Appeal to Readers 14

Average Decimal Score .86

Potential Reader(s) Intermediate Readability Score 5.0

Ethnic Emphasis None Quantitative Evaluation .86 Score Very good Description

Primary Subject Nutrition made easy

Author Roger J. Williams

Publisher Doubleday

Address 245 Park Ave., New York, New York

Edition First Date 1962 Pages 171 Price $1.95

Bibliographic Evaluation

Paperback
Author well-known researcher in nutrition
Excellent resource book

Content Analysis

Accurate factual material on nutrition
Explains how our bodies use food
Deals with complex ideas in a simplified form

Measurement of Readability

Print a little small
Simple exposition

Appeal to Readers

Appropriate as supplementary reading (perhaps with science or health)
Not recommended as cover-to-cover reading

Title ADULT READER

Bibliographic Evaluation 30 Measurement of Readability 41

Content Analysis 48 Appeal to Readers 13

Average Decimal Score .77

Potential Reader(s) Adult Readability Score 3.9

Ethnic Emphasis White adult Quantitative Evaluation .77 Score Good Description

Primary Subject Adult male and his community

Author M.S. Robertson

Publisher Steck-Vaughn Co.

Address Austin, Texas

Edition Revised Date 1964 Pages 127 Price $1.25

Bibliographic Evaluation

Designed for 0 - 4 reading level
First-person account of life of a white male

Content Analysis

Extremely stereotyped roles, subjects, attitudes, values
"Father Knows Best" portrait of family life
Little or no mention of minorities

Measurement of Readability

Typography adequate
Perhaps a bit too juvenile
Simple reading

Appeal to Readers

Basic appeal to white male

Title ADULT READING SERIES (WRITERS, WRECKS AND WHALES)

Bibliographic Evaluation 24 Measurement of Readability 35

Content Analysis 62 Appeal to Readers 0

Average Decimal Score .68

Potential Reader(s) Adult Readability Score 3.3

Ethnic Emphasis White Quantitative Evaluation .68 Score Good Description

Primary Subject Self Development

Author John Hurst, Judith Tom

Publisher Mid-America Publishing Co.

Address

Edition First DAte 1966 Pages 63 Price $2.50

Bibliographic Evaluation

Good quality hard-cover book
Author, publisher, reliable
Collection of short stories, many of which are biographical

Content Analysis

Dominant values, attitudes include self-development, skill development, success development
Plots well developed

Measurement of Readability

Typography legible
Stumble words are pre-taught
Illustrations a bit juvenile

Appeal to Readers

Most appealing to men (due to content)

Title THE JINX BOAT

Bibliographic Evaluation 24 Measurement of Readability 24

Content Analysis 58 Appeal to Readers 8

Average Decimal Score .76

Potential Reader(s) Young adults Readability Score 3.4

Ethnic Emphasis White/Indian Quantitative Evaluation .76 Score Good Description

Primary Subject Adventure Stories

Author John F. Rambeau, Nancy Rambeau

Publisher Educational Guidelines Co. (Division of the Economy Co.)

Address Oklahoma City, Atlanta, Indianapolis

Edition First Date 1968 Pages 96 Price $1.24

Bibliographic Evaluation

Paperback (short stories)
One in the Guidebook to Better Reading Series
Reliable authors, illustrators, publisher

Content Analysis

Dominant themes of personal development, self identity, adventure
Emphasis on values of friendship, responsibility
Consists of two adventure stories

Measurement of Readability

Easy reading
Clear, concise instructions
Contains teacher's manual

Appeal to Readers

Appropriate for young adults

93

Title LIVE AND LEARN

Bibliographic Evaluation 25 Measurement of Readability 38

Content Analysis 46 Appeal to Readers 15

Average Decimal Score .86

Potential Reader(s) Any adult (ABE) Readability Score 6

Ethnic Emphasis White Quantitative Evaluation .86 Score Very good Description

Primary Subject Deals with community and social roles

Author Angelica Cass

Publisher Noble and Noble

Address 750 Third Ave., New York, New York 10017

Edition First Date 1962 Pages 153 Price

Bibliographic Evaluation

Physical format good

Content Analysis

Social roles realistic
Deals with everyday community life
Deals with some basic laws--helps survival

Measurement of Readability

Good, clear print
Questions, answers clear and helpful

Appeal to Readers

Beneficial to beginning readers

APPENDIX C

Selected Data From the Lyman Study

Part 1

Reading Preference by Type of Material

Read Newspaper	93%
Read Magazines	88%
Read Books	69%
Read Comic Books	34%

(Lyman, 1973, p. 231)

APPENDIX C

Selected Data From the Lyman Study

Part 2

Topics Usually Read in Newspaper (expressed in percent)

Question 6A: When you read a newspaper, do you usually read each of these things or not?

Topic	Yes	No
News about world affairs	87 (386)	13 (57)
News about civil rights	78 (344)	21 (95)
Advertisements (supermarket ads, other store ads, want ads)	77 (341)	23 (102)
Television news	74 (330)	16 (113)
Weather	69 (307)	31 (137)
News about politics and government	68 (301)	32 (142)
Movie news	64 (282)	36 (160)
Your horoscope	59 (265)	41 (176)
Women's section	56 (250)	43 (190)
Editorials	54 (239)	46 (203)
Sports	52 (231)	48 (211)
Letters to the editor	52 (228)	48 (215)
Comics	51 (224)	49 (219)
Advice to the lovelorn	38 (162)	62 (279)
Death notices	35 (154)	65 (287)
Book reviews	30 (140)	70 (301)
Stocks and bonds	13 (58)	86 (381)

APPENDIX C

Selected Data From the Lyman Study

Part 3

Types of Magazines Read by the Adult New Reader (expressed in percent)

Question 10A: What magazines do you read?

Types of Magazines	
Life or Look	67 (281)
Ebony or Jet	57 (238)
Women's (i.e., Ladies' Home Journal, McCall's, Good Housekeeping, Better Homes and Gardens)	37 (157)
Reader's Digest	33 (140)
News (i.e., Time, Newsweek, U.S. News and World Report)	21 (90)
Love and Romance (i.e., Modern Romance, True Stories, Tan)	20 (84)
Women's Fashions (i.e., Glamour, Madamoiselle, Vogue)	19 (80)
Movie or Television (i.e., Modern Screen, Motion Screen, Photoplay)	15 (62)
Sports (i.e., Sports Illustrated, Field & Stream)	14 (57)
Men's (i.e., Playboy, Esquire, Argosy, True)	11 (48)
Religious (i.e., Sacred Heart Magazine, Catholic Digest, Columbian)	10 (41)
Other digests (i.e., Pageant, Coronet, Black Digest)	8 (34)
Trade magazines (i.e., Mechanics Illustrated, Electronics World)	8 (32)
Foreign	2 (8)
Art and Music	1 (5)
Other	5 (20)

APPENDIX C

Selected Data From the Lyman Study

Part 4

Titles Most Frequently Read by Adult New Readers
(arranged in descending order)

The Autobiography of Malcolm X by Malcolm X and Alex Haley
Soul On Ice by Eldridge Cleaver
The Holy Bible
Valley of the Dolls by Jacqueline Susann
Black Like Me by John H. Griffin
Martin Luther King, Jr. (books by and about)
Manchild in the Promised Land by Claude Brown
Peyton Place by Grace Metalious
The Pimp: The Story of My Life by Iceberg Slim (Robert Beck)
Rosemary's Baby by Ira Levin
Nigger: An Autobiography by Dick Gregory
To Sir, With Love by Edward R. Braithwaite
Airport by Arthur Hailey
Black Boy by Richard Wright
Baby and Child Care by Benjamin Spock
The Pearl by John Steinbeck
Pictorial History of the American Negro by Langston Hughes and Milton Maltzer
Gone With the Wind by Margaret Mitchell
Soul Brothers and Sister Lou by Kristin Hunter
Little Women by Louisa M. Alcott
Black Rage by William H. Grier and Price M. Cobbs
John F. Kennedy (books about)
The Arrangement by Elia Kazan
The Slave by Isaac B. Singer
Go Up for Glory by Bill Russell and William McSweeny
Invisible Man by Ralph Ellison
To Kill a Mockingbird by Harper Lee

APPENDIX C

Selected Data From the Lyman Study

Part 4 (continued)

Profiles in Courage by John F. Kennedy
Of Mice and Men by John Steinbeck
The Adventurers by Harold Robbins
The Learning Tree by Gordon Parks
From the Back of the Bus by Dick Gregory
The Love Machine by Jacqueline Susann

Part 5

Authors Most Frequently Mentioned by Adult New Readers

Baldwin, James	Another Country. Dell
	Blues for Mr. Charlie. Dell
	Giovanni's Room. Dell
	Go Tell It on the Mountain. Dell
Bennett, Lerone B., Jr.	Before the Mayflower: A History of the Negro in America 1619-1966. Penguin
	Confrontation: Black and White. Penguin
	What Manner of Man: A Biography of Martin Luther King. Simon & Schuster
Cleaver, Eldridge	*Soul On Ice. Dell
	Post-Prison Writings and Speeches. Random
Fleming, Ian	Doctor No. Signet
	From Russia with Love. Signet
	Goldfinger. Signet
	On Her Majesty's Secret Service. Signet
	You Only Live Twice. Signet
Gregory, Dick	*From the Back of the Bus. Dutton
	*Nigger: An Autobiography. Pocket Books

*Titles most frequently mentioned.

APPENDIX C

Selected Data From the Lyman Study

Part 5 (continued)

Hailey, Arthur	*Airport. Bantam
	Hotel. Bantam
Hemingway, Ernest	For Whom the Bell Tolls. Scribner
	The Sun Also Rises. Scribner
Homer	Iliad
	Odyssey
Hughes, Langston and (Meltzer, Milton)	Best of Simple. Hill and Wang
	Black Magic: A Pictorial History of the American Negro. Prentice-Hall
Jones, James	From Here to Eternity. Signet
	Go to the Widow-Maker. Dell
London, Jack	Call of the Wild.
	Great Short Works of Jack London. Harper & Row
Malcolm X and Haley, Alex	*Autobiography of Malcolm X. Grove
	Malcolm X Speaks. Grove
Metalious, Grace	*Peyton Place. Pocket Books
	Return to Peyton Place. Dell
Onstott, Kyle and Horner, Lance	Mandingo. Fawcett World
	Master of Falconhurst. Fawcett World
	Black Sun. Fawcett World
	Falconhurst Fancy. Fawcett World
Parks, Gordon	A Choice of Weapons. Noble & Noble
	*The Learning Tree. Fawcett World
Robbins, Harold	*The Adventurers. Pocket Books
	*The Carpetbaggers. Pocket Books

*Titles most frequently mentioned

APPENDIX C

Selected Data From the Lyman Study

Part 5 (continued)

Robbins, Harold (cont.)	Seventy-Nine Park Avenue. Pocket Books
	Where Love Has Gone. Pocket Books
Shakespeare, William	Hamlet.
	Macbeth.
	Othello.
	Romeo and Juliet.
	The Taming of the Shrew.
	mentioned only "Shakespeare"
Spillane, Mickey	Kiss Me, Deadly. Signet
	My Gun Is Quick. Signet
	"Mickey Spillane" mysteries
Steinbeck, John	*The Grapes of Wrath. Bantam
	*Of Mice and Men. Bantam
	*The Pearl. Bantam
	The Wayward Bus. Bantam
Susann, Jacqueline	*The Love Machine. Bantam
	*The Valley of the Dolls. Bantam
Wallace, Irving	The Man. Fawcett World
	The Plot. Pocket Books
Wright, Richard	*Black Boy. Harper & Row
	Long Dream. Ace
	Native Son. Harper & Row
	The Outsider. Harper & Row
Yerby, Frank	Goat Song. Dial
	Pride's Castle. Pocket Books

*Titles most frequently mentioned

APPENDIX C

Selected Data From the Lyman Study

Part 6

Extent of Interest in Types of Books (expressed in percent)

Question 45: Now I want to know how you feel about particular kinds of books. For example, poetry. Do you like to read poetry books very much, a little, or not at all?

Types of Books	Very Much	A Little	Not at All	No Answer
Poetry	23 (112)	38 (183)	38 (179)	1 (5)
Plays	19 (91)	35 (168)	45 (216)	1 (4)
Short Stories	53 (253)	32 (151)	14 (69)	1 (6)
Scientific Writing	19 (91)	30 (143)	50 (239)	1 (6)
Essays	18 (88)	32 (151)	48 (232)	2 (8)
Fiction	46 (222)	30 (145)	23 (108)	1 (4)
Biography or Autobiography	57 (271)	35 (146)	12 (58)	1 (4)
Historical books	44 (209)	35(168)	20 (97)	1 (5)

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